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ABSTRACT

Conducted was a 3-year action research study designed to develop a career education program model and related instructional materials for deaf junior and senior high school students (12 - 18 years old) by the schools for the deaf in New York State. The overall objective for Phase I (1971 - 72) was the modification and adaptation of the Career Insights and Self Awareness Gaming materials (a series of vocational instructional activities based on occupational classifications utilized in the Dictionary of Occupational Titles) for use with hearing impaired learners. During Phase II (1972 - 73) a second component, the field visit, was introduced as part of the program, and an extensive survey of career opportunities for the deaf was conducted resulting in the identification of 805 job titles. During Phase III (1973 - 74) three more career education components were introduced: a set of 23 work function slides, a series of career briefs for deaf students, and classroom strategies for the exploration and clarification of work attitudes and values. In 1974, 43 educators from 20 schools for the deaf participated in a 2-week summer workshop at the University of Rochester. (Appended are such items as letters pertaining to the summer workshop, lists of participating schools, questionnaires, evaluations, and attitude measures.) (IM)

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FINAL TECHNICAL REPORT

for the project

Career Development in the Education of the Deaf: A Program Model, Materials and Practices and Procedures for Preparing Teachers to Implement It

under contract with

The University of Rochester

Rochester, New York

July 1, 1973 - August 30, 1975

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ABSTRACTED-CEC ERIC

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I. BACKGROUND OF THE PROJECT

In the Spring of 1971, the schools for the deaf in New York State and the Bureau for Physically Handicapped Children of the New York State Education Department under the auspices of Cooperative Research Endeavors in the Education of the Deaf (CREED) initiated a three year action research study in career development. This study was designed to develop a career education program model for deaf students and the materials to implement it.

During the first year of CREED Career Development Project (Phase I, 1971-72), the Rochester School for the Deaf was the pilot school where the Career Insights and Self Awareness Gaming Program (CISAG) materials and strategies were initially demonstrated and tested with school age deaf students. In Phase II (1972-73) two additional schools, St. Mary's School for the Deaf (Buffalo) and the New York State School for the Deaf (Rome), were used for further field testing of materials. During Phase II, a second career education component, the field visit, was introduced as part of the career education program. In the final phase (1973-74), three more career education components were added to the program: (1) a series of career briefs for the deaf, (2) a series of slides depicting each of twenty-three work functions, and (3) classroom strategies for the exploration and clarification of work attitudes and values.

The overall objective for Phase I was the modification and adaptation of the concepts, processes and materials of the Career Insights and Self Awareness Gaming (CISAG) materials developed by Harold L. Munson at the University of Rochester for use with hearing impaired learners. The CISAG materials, as developed for hearing youth, contained a series of vocational game-like instructional activities that were designed to implement understanding of self as it is involved in the vocational learning-maturation process. The underlying content of the games was based on occupational classifications and work relationships as established by the United States Department of Labor and utilized in the Dictionary of Occupational Titles (Volumes I and II).

The objectives of the CISAG materials focused on enhancing self and vocational awareness. The games were conceived as developmental experiences in which the players react to generalized information (concepts) using their own feelings and preferences. The games cause students to explore many areas of their own life, such as their interests, abilities, life goals and behaviors.

In adapting the CISAG program for deaf students, the areas of self exploration remained basically the same as for hearing children. Additional attention, however, was focused on the communicative and cognitive aspects of the gaming process. Consideration was given to the language (vocabulary and concepts) employed in the games, the impact of the games on the receptive and expressive channels of communication, changes in self concept, and the impact of the gaming process on the student's ability to handle abstractions while utilizing a variety of thinking processes.

An extensive survey of career opportunities for the deaf was conducted during Phase II. In a survey of 85 businesses and industries in the Genesee Valley region of Western New York State, 46 national trade and professional associations, and 26 institutions of higher education have specialized vocational training programs and liberal studies for the deaf, 510 career opportunities for the deaf were identified. Additional work opportunities were identified in a review of three other selected research studies, providing a total of 805 job titles for the deaf. These jobs were reported in a technical document prepared for professional and instructional use in the project. This document, Career Opportunities for the Deaf, provided accurate, up-to-date information on possible careers for the deaf student and served as a valuable guide in the development of other project materials.

Phase II focused on the further development of career education materials and the refinement of techniques to facilitate the vocational learning-maturation of the deaf student. Continued attention was given to an examination of the deaf student's self concept, as measured by the Piers-Harris Children's Self Concept Scale, and the acquisition and growth of the vocabulary and concepts used in the vocational gaming activities. This growth was measured using several experimental language development tests based on career and job terms used in the CISAG materials.

The field trip, as a second career education program component, ,was designed to enhance the opportunities for classes of deaf students to observe workers engaged in specific work functions in real work settings. The implementation of the field trip component began with the development of a student field trip workbook. A guide for teachers was prepared to help them plan and carry out the three phases of a field trip experience (preparation, visitation and follow-up). The materials and strategies emphasized the importance of observing and learning about work functions rather than obtaining knowledge about the product or the processes used to produce it. In this way the field visits provided opportunities for first-hand observations of workers engaged in the work functions which have been identified by the United States Department of Labor in the Dictionary of Occupational Titles. These twenty-three work functions are arranged with reference to three major work orientations: data, people, and things. These orientations and the work functions associated with each are listed on page 3.

DATA	PEOPLE	THINGS
(0) Synthesizing	(0) Advising	(0) Setting-Up
(1) Coordinating	(1) Negotiating	(1) Precision Working
(2) Analyzing	(2) Instructing	(2) Operating-Controlling
(3) Compiling	(3) Supervising	(3) Driving-Operating
(4) Computing	(4) Amusing	(4) Manipulating
(5) Copying	(5) Persuading	(5) Tending
(6) Comparing	(6) Speaking-Signaling	(6) Feeding-Offbearing
	(7) Serving	(7) Handling

During Phase III (1973-74), three more career education components were introduced: (1) a set of 23 work function slides; (2) a series of career briefs for deaf students; and (3) classroom strategies for the exploration and clarification of work attitudes and values.

The work function slide sets provided a visual dimension to the program strategies. A slide set accompanied by a teacher's manual was designed for each of the twenty-three work function concepts. Views of people involved in a variety of life activities are presented. Each slide set highlights the component tasks or activities involved in one work function. The emphasis is placed on learning about the manipulations that are associated with each of the different work functions. For example, students viewing the work function slide set in which the compiling work function is presented become acquainted with the work routines of classifying, collecting, checking, and verifying. Caption frames are included to guide student thinking processes as they examine the relationships between work requirements and work activities. Each work function slide set relates the work function to the tasks of everyday home, school and community living, giving learners an opportunity to associate the work function concepts with their own life experiences. Work tasks, in this way, have a "here and now" significance for the learner.

A series of career briefs encompassing 254 career opportunities for the deaf in the major occupational categories was prepared to provide information about specific jobs and the interests and abilities needed to engage in these jobs. The forty career briefs in the series dealt clearly and realistically with the demands of the job and the communication problems which the deaf worker could expect to encounter in meeting those demands. Specific attention was given to on-the-job problems of deaf workers and the possible modifications in work routines to accommodate anticipated communication difficulties. Within each career brief, a communications "profile" provided a means for helping the student to assess the level of receptive (listening-observing and reading) and expressive (speaking and writing) communication necessary to perform the job.

Clarifying Work Values: Strategies for Career Education, a teacher's guide, contains a variety of strategies that classroom teachers can use in developing informal learning activities where deaf students can discover what they believe and how they behave with reference to different work habits, work conditions, work motivations, work satisfactions, and the economics of work. This area was introduced as the fifth career education component. The strategies outlined in the book were conceived as a means of helping students to think about and explore their beliefs, values, and attitudes concerning a variety of work situations. The thought processes engaged in these strategies offer challenging opportunities for active thinking. These activities cause students to examine a number of work values having significance for career choice decision-making or problem-solving.

The CREED project provided a base to explore the objectives of career education for deaf and hearing impaired students. It offered opportunities to develop more fully a theoretical rationale for a program of career education and to develop the materials needed to implement it. In the process of working through this program over a three year period, the experiences in helping teachers become familiar with and understand the concepts of career development and their application in career education were not only helpful, but necessary to the development of the in-service training program which was the main purpose of this project.

II. THE FIRST YEAR (1973-74)

The entire project consisted of three phases to be carried out over a two year period. During the first phase, a ten session in-service program (20 hours) was developed. This program was tested with forty-five (45) educators of the deaf representing twenty schools for the deaf in a two week workshop at the University of Rochester during the Summer of 1974. In this workshop, each school was represented by a team of participants who were responsible for providing an in-service career education program for their staff during the 1974-75 school year. In the final phase, the in-service program was conducted in a number of schools for the deaf throughout the United States. The evaluation and feedback information supplied by the participants in these in-service programs provided the basis for the revisions and refinements which were incorporated in the final program.

During the first year, therefore, considerable attention was given to the identification of administrative priorities and commitments which are basic to the success of any in-service program for teachers. Further, the information about vocational learning-maturation which teachers must comprehend in order to implement career education objectives and to utilize career education materials effectively was compiled and examined. The administrative and supervisory experiences of the three year CREED project were extremely helpful in identifying the needs of school administrators and teachers. This section describes the activities which were essential in planning and developing the in-service program and in selecting the school teams to be represented in the exploratory summer workshop and second year field testing.

The Selection of Summer Workshop Participants

In the Summer of 1973, preparatory activities for the summer workshop were initiated. Using the experience with teachers in the New York State CREED study as a basis for the identification and the selection of in-service career education topics, a tentative two week schedule of activities for the workshop was developed. During the Fall of 1973, over 200 institutions were identified in the American Annals of the Deaf, Directory of Programs and Services (1973) as possible participants in the summer workshop. The selection of these participants was considered important since these schools served as pilot schools for the testing of the in-service programs during 1974-75. A preliminary announcement of the summer workshop was sent to chief administrators of these schools (see Appendix A). As a part of this announcement, schools were invited to express their interest in participating in the summer workshop and to submit an Application for Admission (see Appendix B). In all, twenty-five (25) schools applied for admission. Four of these applicants were denied admission since the deaf population served by the school was not appropriate to the age or grade level served by the career education model for which the in-service program was being developed. In April, 1974, a letter was sent to twenty-one schools indicating their selection for participation in the summer workshop (see Appendix C). The Louisiana School for the Deaf was admitted but was unable to accept the invitation to participate. An alphabetical list of the schools participating in the workshop is shown in Table I.

Table I

Participating Schools in the Career Development in the Education of the Deaf Workshop

1. American School for the Deaf
2. Gov. Baxter State School for the Deaf
3. Bureau for Hearing Handicapped Children (New York City)
4. California School for the Deaf
5. Cleary School for the Deaf
6. Florida School for the Deaf
7. Georgia School for the Deaf
8. Kansas State School for the Deaf
9. Kentucky School for the Deaf
10. Lexington School for the Deaf
11. Mill Neck Manor Lutheran School for the Deaf
12. Model Secondary School for the Deaf
13. North Dakota School for the Deaf
14. Pennsylvania School for the Deaf
15. Rochester School for the Deaf
16. St. Francis de Sales School for the Deaf
17. St. Mary's School for the Deaf
18. St. Rita School for the Deaf
19. Margaret S. Sterck School for the Hearing Impaired
20. Texas School for the Deaf

The participating schools represented fourteen states and the District of Columbia. Participating institutions were distributed among the fourteen states and the District of Columbia as follows: California (1); Connecticut (1); Delaware (1); Florida (1); Georgia (1); Kansas (1); Kentucky (1); Maine (1); New York (7); North Dakota (1); Ohio (1); Pennsylvania (1); Texas (1); and Washington, D. C. (1).

The conditions for selection included (1) the identification of a school team (consisting of 2 or 3 participants) and (2) the commitment of the chief school administrator to provide for an in-service career education program and to initiate a school-wide effort to engage in career education activities.

In addition to the forty-five participants, three observer-participants were admitted from the National Technical Institute for the Deaf (Rochester, New York). A complete listing of the participant teams is contained in Appendix D.

Of the twenty participating schools, sixteen were residential schools for the deaf and four conducted day programs for commuting students only. Of the forty-five participants, four were school administrators, nine were supervisors, twenty were classroom teachers, seven were counselors and five held other job classifications. There were twenty-five males and twenty females.

The Development of the In-Service Program

Since the content and sequencing of the in-service program were being explored initially the first week of the summer workshop, it was necessary to select the substantive areas of such a program and to sequence these exposures so that learning could be facilitated efficiently. After several exploratory models were reviewed, ten topical areas were selected for the in-service program. These were then developed in ten two-hour training sessions. Each of these sessions is characterized briefly as it was developed for use in the summer workshop.

Session 1: Explorations in Career Education

Objectives

Participants will ...

1. become familiar with several components of a developmental approach to career education
2. identify their own attitudes and beliefs about career development
3. explore newer concepts concerning the human aspects of career development (vocational learning-maturation)
4. think about their own involvement in and concern for the career development of deaf students.

Sequence of Learning Activities (2 hours)

0:00 Take Attitudes Toward Vocational Development survey
0:15 Explore ideas and feelings about career education
0:45 View slide set "Career Development for Deaf Students--An Overview of a Program"
1:15 Discuss slide set
1:45 Look at program career education materials

Session 2: Career Insights and Self Awareness Gaming

Objectives

Participants will ...

1. become acquainted with the CISAG materials
2. consider a wider range of internal factors associated with career evolvement

3. differentiate between "self" factors and world of work opportunities.

Sequence of Learning Activities (2 hours)

0:00 Introduction
0:15 Play CISAG games
1:30 Introduce CISAG *Game Leader's Manual*
1:45 Game Leader reaction panel (on CISAG)

Session 3: Learning the Gaming Techniques

Objectives

Participants will . . .

1. become familiar with the procedures for establishing the conditions or atmosphere for gaming
2. know the five communication techniques which can be used to facilitate the gaming process
3. become aware of the problems which they may encounter as they begin to use the five communication techniques in the gaming activities.

Sequence of Learning Activities (2 hours)

0:00 View video-tape "Gaming Techniques"
0:35 Introduce the gaming process in the classroom (using the "Gaming Techniques Review Sheet")
0:50 View video-tape "Gaming in the Classroom"
1:10 Reactions to gaming techniques
1:40 Introduce CISAG *Game Leader's Manual*, *Game Guides* and *Supplemental Guide to CISAG for Teachers of Deaf Students*

Session 4: Learning About the Structure of Occupations

Objectives

Participants will . . .

1. become familiar with the United States Department of Labor system for classifying and coding occupational titles and work functions
2. identify job stereotypes and outmoded occupational classifications
3. identify career opportunities for deaf students.

Sequence of Learning Activities (2 hours)

0:00 Show slide set "Learning to Use the Dictionary of Occupational Titles"
0:45 Elicit questions/reactions
1:00 Introduce the Dictionary of Occupational Titles, Volumes I and II
1:10 Complete "Practice in Job Classification" - a worksheet
1:40 Show and discuss Career Opportunities for the Deaf

Session 5: Learning About Work Orientations and Work Functions

Objectives

Participants will . . .

1. become acquainted with the Data-People-Things Puzzle game (CISAG)
2. increase their sensitivity for relating home, school and community activities to the various work functions.

Sequence of Learning Activities (2 hours)

0:00 Introduce Data-People-Things Puzzle (a CISAG game)
0:05 Play Data-People-Things Puzzle game
0:45 Study the Data-People-Things Game Guide
0:55 View "Work Functions and Everyday Life" slide set
1:35 Discuss the Data-People-Things work concept

Session 6: Using the Work Function Slide Series in the Classroom

Objectives

Participants will . . .

1. become aware of the work function slide series and its possible uses in the curriculum
2. identify curriculum opportunities for using the various work function slide sets
3. be able to relate the work of the classroom to the activities of the working world and everyday life
4. be able to use the work function slide sets.

Sequence of Learning Activities (2 hours)

0:00 Introduce the session
0:15 Introduce the sample slide set to be shown
0:45 View the sample slide set (selected from the work function slide series)
1:30 Engage in slide set follow-up activities

Session 7: Seeing Workers on the Job

Objectives

Participants will . . .

1. become familiar with the field trip technique as a means of reinforcing and expanding work function concepts associated with data-people-things work orientations
2. make use of work settings in the community where the field trips can be made
3. become aware of employer feelings as they relate to the employment of the deaf or the accommodation of work routines for deaf employees.

Sequence of Learning Activities (2 hours)

0:00	View video-tape "Making Field Visits"
0:30	Present field trip materials
0:50	Panel discussion of video-tape and materials
1:30	Present information on a community survey

Session 8: Providing Information About Jobs

Objectives

Participants will . . .

1. become aware of four communication skills which are essential in job performance
2. explore ways the career briefs can be used in the classroom
3. develop insights concerning the career information needs of deaf youth.

Sequence of Learning Activities (2 hours)

0:00	View slide set "Developing and Using Career Briefs"
0:30	Present Career Brief Series
1:30	Discussion/Reaction

Session 9: Clarifying Work Attitudes and Values

Objectives

Participants will . . .

1. become familiar with areas and topics which are associated with work attitudes and values
2. explore the valuing process (choosing, prizing and acting)

3. become aware of value clarification strategies as they can be applied to work oriented topics
4. utilize five communication techniques which can be used to facilitate the valuing process.

Sequence of Learning Activities (2 hours)

0:00 Introduce work attitudes and values topic
0:15 View video-tape "Clarifying Work Attitudes and Values"
0:45 Demonstrate values clarification activities
1:15 Question/Answer Panel - group leaders

Session 10: Explorations in Career Education: Reviewed and re-evaluated

Objectives

Participants will . . .

1. review and re-evaluate the several components of a developmental approach to career education
2. report on the nature of their involvement with the career education program
3. explore the achievements and problems they have encountered in working with one or more of the program components
4. reassess their own attitudes and beliefs about career development.

Sequence of Learning Activities (2 hours)

0:00 Re-administer Attitudes Toward Vocational Development survey
0:15 Panel presentations on career education practices (teacher presentations)
1:45 In-service self evaluation of objectives for sessions 1-9

The Development of In-Service Program Materials

The in-service program as designed for exploratory testing in the summer workshop utilized four slide set and four video tape presentations. Each of these are described briefly. Slides and portions of the video tapes depicting classroom activities were taken in the pilot schools participating in the CREED project.

The slide sets. "Career Development for Deaf Students: An Overview of a Program" (used in Session 1) is a slide program with accompanying audiotape. The slide presentation introduces the career development program model. It encompasses some of the following considerations which are basic to its implementation: (1) overcoming the limitations of the traditional approach to career guidance and its emphasis on a single career choice; (2) providing a theoretical rationale for vocational learning-maturation; (3) introducing the physiological, psychological, sociological and economic forces that impinge on the lifetime career decisions of an individual; and (4) explaining the different components of the model and the materials that are used to implement them.

"Learning to Use the Dictionary of Occupational Titles" (used in Session 4) is a slide program with accompanying audio-tape, designed to introduce the structure of occupations, the classification of job titles and the system for coding the work functions of each job as this is presented in the Dictionary of Occupational Titles (United States Department of Labor). In order to demonstrate the usefulness of the D. O. T., a multi-volume source of occupational information, the slide presentation focuses on the coding system emphasizing numbers to the right of the decimal which indicate how the work function is related to working with data (1st number), people (2nd number), and things (3rd number).

"Work Functions and Everyday Life" (used in Session 5) is a slide presentation consisting of seventy-nine frames and accompanying audio-taped script. In the work function slide series, one of the career education components in the model, students learn about tasks, activities, and situations associated with areas of work in their present life experiences, thereby making career education a "here and now" experience. The in-service slide presentation depicts how the work function slides present the nature of specific work function activities and relates those tasks or actions to things students do everyday at school, home, or in the community. Throughout the slide presentation, the objectives of providing students with a way of discovering, exploring, analyzing, and assessing their everyday experiences as a means of establishing a base for their future direction and career planning is emphasized.

The fourth and final slide set is "Developing and Using Career Briefs" (used in Session 8). This slide set portrays the critical need for career information which has been prepared especially for deaf students. The slide set attempts to show teachers how specific career information can be used with deaf students. It emphasizes how the career briefs have been prepared (1) to provide information on the work activities and requirements of specific jobs, (2) to clarify the problems and pitfalls which deaf workers may encounter in different jobs, and (3) to identify the nature and level of receptive and expressive communication demands associated with the jobs which are described in each brief. The slide set describes the different types of occupational information which are contained in the pamphlets comprising the career brief series.

The video tapes. The video-tape, "Gaming Techniques" (used in Session 3), was prepared to introduce the teachers to the conditions and techniques which are central in vocational gaming. The five communication techniques used in the CISAG program are briefly explained and demonstrated in the tape. They are (1) listening, (2) reflecting, (3) clarifying, (4) questioning, and (5) seeking examples.

A second tape, "Gaming in the Classroom" (also used in Session 3) provides for classroom demonstration of the CISAG games. In this tape, in-service participants have an opportunity to observe longer segments of vocational gaming in the classroom since extended periods of game play are portrayed. The tape shows examples of communication techniques that are employed as the game leader, game turn player and the other players interact and exchange ideas and experiences. This tape was prepared without narrative so that the gaming activities could be observed without interruption.

"Making Field Visits" (used in Session 7) depicts the three phases of the field trip component (preparation, visitation and follow-up). The first segment deals with approaches to planning the visit, including making contacts with the firm, and pre-visit activities in the classroom. A larger segment of the tape is devoted to scenes of an actual plant tour. The concluding portion of the tape shows the variety of follow-up activities which can be carried out in the classroom.

The fourth video tape, "Clarifying Work Attitudes and Values" (used in Session 9) introduces the theoretical aspects of the process of valuing and its purpose in and relation to career education. Different values clarification strategies are explained and demonstrated with classroom segments showing deaf students exploring attitudes and values associated with work habits, working conditions, worker motivations and satisfactions and the economics of work.

The Use of Project Consultants

In preparing the in-service materials, a number of educators of the deaf and career development specialists were invited to serve on consulting panels. Two consulting panels were established to assess the planning and development of the in-service materials and to offer suggestions and recommendations. One panel, consisting of four consultants was assigned to review the in-service materials and summer workshop plans. This panel consisted of Dr. Richard G. Hehir, Chief, Bureau for Physically Handicapped Children, New York State Education Department (Albany), Dr. Ralph L. Hoag, Superintendent, Arizona State School for the Deaf and the Blind (Tucson), Dr. George Propp, Assistant Director, Specialized Office for the Deaf and Hard of Hearing, University of Nebraska (Lincoln), and Dr. E. Ross Stuckless, Director, Office of Educational Extension, National Technical Institute for the Deaf (Rochester, N.Y.). This panel convened in March (1974) and June (1974) during Phase I.

The panel was helpful in suggesting procedures for the summer workshop, and in establishing the sequence and time allocation for different activities. Their specific recommendations included (1) having the participants directly involved in vocational gaming before they were exposed to the training sessions where the gaming techniques were explained; (2) providing practice sessions for using the D.O.T.; (3) allowing sufficient time for participant teams in the summer workshop to plan the in-service sequence for their schools; (4) initiating a project newsletter for continuous contact throughout the second year; (5) developing feedback forms for each in-service session; and (6) providing a log so that members of participant teams in the workshop could compare ideas and plans.

The second consulting panel consisted of Dr. Robert R. Lauritsen, Project Coordinator, Technical Vocational Program for Deaf Students, St. Paul Technical Vocational Institute (St. Paul), Dr. Norman L. Tully, Director, Counselor Education, Department of Counseling, Gallaudet College (Washington, D.C.), and Mr. Leonard Zwick, Superintendent, Rochester School for the Deaf (Rochester, N.Y.). This panel was charged with the review and evaluation of the CREED career education materials. They suggested a number of revisions which were incorporated in the materials before they were distributed to the twenty schools for the deaf for use in the 1974-75 field testing program. They offered a number of suggestions for improving the language and format of the career brief series. They also reacted in depth to the communications "profile" offering a number of suggestions for improving its usefulness to students and teachers. During Phase I this panel convened at the University of Rochester in March (1974) and June (1974).

III. THE SUMMER WORKSHOP

The results of the first year of planning and developing the in-service program were tested in the two week workshop conducted at the University of Rochester from June 24, 1974 to July 5, 1974. The organization of this workshop had two primary goals: (1) to test the efficiency of the ten session in-service training program and (2) to provide background and preparation for the twenty school teams so that each team could return to its home school and conduct a similar in-service program.

The First Week

With these two organizational goals in mind, the workshop was developed so that sessions were held Monday through Friday from 8:45 a. m. to noon and from 1:15 to 4:30 p. m. daily each week. In the first week (June 24-28), the first two hours of each session followed the in-service program as it has been developed and sequenced. Thus, in the first meeting (Monday, June 24), Session One of the in-service program was conducted. In the afternoon session, Session Two was conducted for the first two hours. Using this daily two-session format, the workshop participants had completed the entire ten in-service sessions by the end of the Friday afternoon meeting on June 28. An additional third hour at each morning and afternoon meeting during the first week was devoted to an in-depth practice component designed to reinforce the learning on which they would have to rely as in-service career education trainers. The Daily Schedule on page 16 shows how the learning experiences were sequenced for the first week.

Participants also provided evaluative feedback on the strategies and materials used in each session. The evaluation and feedback information from each of these first ten sessions was obtained by administering the "In-Service Self Evaluation" on the last day of the program. The ratings are contained in the following reports of each session. This information was used to revise the sequencing of the learning exposures and the materials to be used by the school teams in their in-service field testing (1974-75). These revisions, insofar as possible, were completed during July and August 1974.

Evaluation of session 1. Each participant evaluated their learning by assessing their own understandings and attitudes as these were represented in the objectives of the session. A four-point scale ranging from 4 (definitely), 3 (satisfactory), 2 (inadequate) to 1 (not at all) was used for the rating. The results of their ratings for Session 1 are shown on page 17. Two of the forty-five participants were excused from completing the self evaluation.

FIRST WEEK - DAILY SCHEDULE

June 24	June 25	June 26	June 27	June 28
Orientation/ Registration 9:00 - 9:45 Session 1 10:00 - 12:00 Explorations in Career Education Instructor: Munson	Session 3 8:45 - 10:45 Learning the Gaming Techniques In-depth practice 11:00 - 12:00 Instructor: Phillips	Session 5 8:45 - 10:45 Learning About Work Orientations and Work Functions In-depth practice 11:00 - 12:00 Instructor: Phillips	Session 7 8:45 - 10:45 Seeing Workers On the Job In-depth practice 11:00 - 12:00 Instructor: Mercaldo	Session 9 8:45 - 10:45 Clarifying Work Attitudes and Values In-depth practice 11:00 - 12:00 Instructor: Egelston
Session 2 1:15 - 3:15 Career Insights and Self Awareness Gaming In-depth practice 3:30 - 4:30 Instructor: Egelston	Session 4 1:15 - 3:15 Learning About the Structure of Occupations In-depth practice 3:30 - 4:30 Instructor: Munson	Session 6 1:15 - 3:15 Using the Work Function Slide Series in the Classroom In-depth practice 3:30 - 4:30 Instructor: Mercaldo	Session 8 1:15 - 3:15 Providing Information About Jobs In-depth practice 3:30 - 4:30 Instructor: Munson	Session 10 1:15 - 3:15 Explorations in Career Education: Reviewed and Re-evaluated In-depth practice 3:[illegible] - 4:30 Instructor: Egelston

Self Evaluation of Session 1 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	Rating Mode
1. the four learning channels of the Munson paradigm?	42	3.5	4
2. new concepts concerning vocational learning-maturation?	40	3.6	4
3. clarification of your attitude toward career development?	40	3.7	4
4. your involvement in career development of deaf students?	39	3.5	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

The revisions for the first session were based on evaluative feedback from the participants. A descriptive brochure describing each of the five career education components briefly was incorporated for field test use. Changes were made in the slide-tape presentation to simplify and shorten the descriptive portions of the script. The audio narration was slowed down to allow for the interpretation which might be necessary for deaf participants.

Evaluation of session 2. The main purpose of this session was to help the participants become acquainted with the CISAG vocational gaming program by direct involvement as game players. Four small groups were formed and rotated through a short exposure of five different CISAG games.

The evaluation of Session 2 is summarized below. Again, the same four-point rating scale was used.

Self Evaluation of Session 2 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	Rating Mode
1. knowledge of CISAG program?	41	3.2	4
2. internal factors in career evolvement?	40	3.4	4
3. difference between "self" factors and world of work opportunities?	40	3.5	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

The revisions in Session 2 involved providing extra time at the end of the session for questions to be addressed to the small group game leaders regarding the gaming materials, the game plays, and the appropriateness of the games for deaf learners. After all ten sessions were completed, participants commented on the failure of the session leaders to tie in the game terms to the Department of Labor reference books. Many felt this aspect of the games should be emphasized in Session Two.

Evaluation of session 3. Session 3 was developed to familiarize participants with the gaming conditions and communication techniques which facilitate the gaming process.

The participant evaluation of Session 3 is summarized below.

Self Evaluation of Session 3 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	Rating Mode
1. procedures for establishing gaming climate?	38	3.8	4
2. five communication techniques?	37	3.7	4
3. potential problems in gaming?	39	3.5	4
4. how to solve potential problems?	34	3.4	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

Participant reactions to the two training tapes were used as a basis for later revision since it was impossible to incorporate suggested changes before the materials were used in the in-service field testing. The participant teams suggested that the first tape "Gaming Techniques" would have been more helpful if the classroom communication had been reverse-interpreted on the tape with a dubbed-in voice. Others were unfamiliar with the Rochester Method of communication. Classes using total communication were recommended for the training tape.

The reactions were similar to the "Gaming in the Classroom" video tape with strong recommendations to shorten the amount of viewing time. The appropriateness of the gaming with younger children was discussed. Many participants felt they would like to observe intermediate age students using the game.

To accommodate those who had difficulty following the Rochester Method, scripts of the dialogue and conversations on both of the video tapes were made. These scripts accompanied the tapes with the suggestion that team leaders use them in ways which they felt would most facilitate their in-service training program.

A modification in the procedures for Session 3 resulted in the inclusion of a practice sheet of exercises for using the five CISAG communication techniques in vocational gaming.

Evaluation of session 4. Session 4 was conceived to familiarize the participants with the United States Department of Labor system for classifying and coding occupational titles and work functions and to help them identify career opportunities for deaf students while emphasizing awareness of job stereotyping.

Evaluation of Session 4 by the workshop participants is summarized below.

Self Evaluation of Session 4 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	 Mode
1. the United States Department of Labor classification system?	39	3.5	4
2. the use of the *Dictionary of Occupational Titles* and other references?	41	3.6	4
3. job stereotypes and outdated classifications?	40	3.4	4
4. career opportunities for deaf people?	34	3.7	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

Participant reactions reinforced the importance of achievement of the session objectives. Many claimed to find Session 4 the "beginning" for them in terms of identifying the workshop content with career education. Several participant teams requested the use of this session as the initial meeting for their school in-service program.

The slide set was criticized for its lengthy narration. It was revised accordingly. As an aid for the deaf participants, scripts of the slide-tape narrations were made available and included in the packet of materials for this session.

The in-depth exercise which allowed participants to practice using the *Dictionary of Occupational Titles* was incorporated into the in-service session since participant response was so favorable.

Evaluation of session 5. Session 5 was developed to focus concentrated attention on the concepts of data, people and things as categories for work activities. The participants were expected to become familiar with the Data-People-Things Puzzle game which is part of the CISAG program and to perfect their ability to identify situations which are part of home, school and community activities that relate to the various work functions in each category.

Participant evaluation of the learning in Session 5 is summarized below.

Self Evaluation of Session 5 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	Rating Mode
1. the terms and game plays in the Data-People-Things Puzzle?	41	3.7	4
2. identification of life activities as related to the various work functions?	41	3.7	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

The interim revisions of the session based on its trial use in the summer workshop involved incorporation of the practice activity where participants identified various work functions in a variety of home, community and work situations. A worksheet containing the definitions of the data, people and things work functions was added to the packet of materials to be distributed at the in-service session for use during the practice session.

The script for the in-service slide presentation, "Work Functions and Everyday Life" was edited and a copy of the script was included in the packet of materials used for the session.

Evaluation of session 6. Session 6 was designed to expose participants to the work function slide series and help them identify possible curriculum uses for the component slide sets as a means of infusing career education concepts into academic and/or vocational classwork.

The evaluation of workshop participants for the session objectives is reported on page 21.

Participants felt strongly that the practice exercise on identifying curriculum opportunities for use of the slide series should be incorporated into the procedures for Session 6 and that the time spent viewing an example of one of the slide sets should be reduced. These revisions were incorporated

Self Evaluation of Session 6 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	 Mode
1. all 23 work function slide sets and accompanying teacher's manuals?	38	1.9	1
2. at least one area for each slide set for curriculum enrichment?	40	3.6	4
3. classroom tasks which are related to the various work functions?	42	3.8	4
4. set up and operate a carousel projector?	39	3.8	4
5. use the teacher's guide?	41	3.9	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

in the In-Service Leader's Guide for field testing in 1974-75. A script of the narration for the slide set was included in the packet of materials for the session and the title of the session was changed to "Using the Work Function Slide Series in the Classroom."

Evaluation of session 7. Session 7 was conceived for the purpose of helping participants view the field trip as an experience which could reinforce and expand the work function concepts associated with data, people and things work orientations. Awareness of community work settings and employer feelings regarding the hiring of deaf workers and resultant job accommodations were also emphasized. Participant response to the training tape was ambivalent. Many teams expressed the sentiment that the tape contained lengthy periods of unnecessary footage, particularly when the class was shown at the field trip site.

Participant evaluations of the session objectives are summarized below.

Self Evaluation of Session 7 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	 Mode
1. how field trips enhance the work function concepts?	41	3.9	4
2. how to proceed in identifying and contacting business personnel at sites for potential field trips?	36	3.7	4
3. employers feelings concerning the employment of deaf workers?	37	3.8	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

A sample community survey was added to the set of materials for Session 7 and time for the discussion of the survey information was added to the in-service procedures.

Evaluation of session 8. Session 8 was developed to expose participants to the career briefs component of the program. This session was designed to raise awareness of the four communication skills which should be considered in the career choice process.

Evaluation of Session 8 objectives by the workshop participants is summarized below.

Self Evaluation of Session 8 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	 Mode
1. four skills in communication which influence career choice?	42	3.7	4
2. several ways to integrate use of the briefs into a career development program?	42	3.9	4
3. insights into the needs of deaf youth for career information?	37	3.9	4
4. at least one other reference for occupational information?	38	3.7	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

Participant feedback on the session emphasized the need for the inclusion of this career education component in a developmental program.

The narration for the slide-tape presentation was edited in response to participant feedback. Scripts of the revised narration were included with the packet of materials for Session 8. A bibliography of career information reference materials was also added to the packet of in-service materials.

Evaluation of session 9. Session 9 was conceptualized as an exposure to the values clarification process which enhances the self awareness channel of vocational learning-maturation. Participants explored the valuing process and participated in several strategies which were applied to work oriented topics.

Participant evaluation of the objectives established for Session 9 is reported on page 23.

Self Evaluation of Session 9 Objectives

Did you learn or come to understand:	N[a]	Rating Mean	Mode
1. several topics associated with work values?	43	3.5	4
2. three steps in the valuing process hierarchy?	42	3.3	4
3. four different values clarification strategies?	42	3.2	3
4. the use of the five communication techniques in leading a valuing session?	34	3.5	4

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[a] Total number of participants responding = 43. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

Participants in the summer workshop again requested that reverse-interpretation of the classroom interaction be either dubbed-in for the video training tape or that a script of the exact dialogue be provided to facilitate their understanding of the communication of the deaf students who were used in the action segments. For future revision, they requested use of classrooms where total communication is used. Scripts of the dialogue were added to the packet of materials for Session 9.

Evaluation of session 10. Session 10 was conceived as an opportunity for participants to reflect and report on the significant successes and problems which developed during the implementation of the various classroom activities.

After completing and scoring the Attitudes Toward Vocational Development survey and reassessing their attitudes and beliefs about career development, participants shared their ideas with a panel of teachers experienced in the use of each of the different career education materials.

It was necessary to revise the procedures for Session 10 to allow time for participants to score the Attitudes Toward Vocational Development survey and to compare their score after Session 10 with their score at the beginning of the in-service workshop in Session 1.

The Second Week

The second week (July 1-July 5) consisted of a series of intensive learning exposures which were designed (1) to offer additional information about the CREED career education program model and its rationale and (2) to involve participants in real classroom experiences with deaf students. In the classroom field experience, the participants had an opportunity to use or to observe others using the career education materials designed to implement each of the program components. They were assigned to teaching situations with deaf students who were enrolled in a three-day summer career education experience at the Rochester School for the Deaf. In the second week participants had an opportunity to interact with panels of administrators and teachers who were associated with the three demonstration schools used in the CREED project. They also spent some time as a school team planning and scheduling the in-service program which they would conduct in their home school during 1974-75. All of these activities were organized to provide an opportunity for participants to expand the skills and understandings they had developed during the first week of the workshop. The Daily Schedule for the second week on page 25 shows how these learning experiences were sequenced.

The field experience. The field sessions at the Rochester School for the Deaf were directed at helping participants (1) to test and enhance their skills in using different components of the program; (2) to become more familiar with the nature and scope of program materials; (3) to explore the interrelationships among the concepts introduced in each of the component activities; and (4) to develop school team expertise which would enable each team member to contribute to the in-service sessions and to serve as a program resource person in their school throughout the year.

A special three-day career education program designed for deaf students was held July 1-3 on the Rochester School for the Deaf campus. This program was developed to serve both the deaf students who were enrolled in the experience and the workshop participants who helped with the instruction. Intermediate and secondary deaf students were exposed to a series of activities and experiences selected from the program model. The workshop participants, serving as instructors, were supervised by the faculty of the workshop. The workshop participants through this experience, were provided with an opportunity to use the materials with which they had become familiar during the first week.

The special three-day program for the deaf children was arranged by the workshop faculty in cooperation with the school administrators at the Rochester School for the Deaf. A brief orientation was held for those students who indicated interest in participating in the summer program. Students were exposed to a variety of career education strategies and materials in small groups consisting of six students. The students were enthusiastic in reporting on their experiences in the summer program.

Individual schedules were prepared for each workshop participant and for each deaf student to facilitate the movement of both participating groups. Workshop participants were able to engage in some pre-activity preparation by reviewing the materials in an instructional center which had been established at the school.

SECOND WEEK - DAILY SCHEDULE

July 1	July 2	July 3	July 4	July 5
Field Experience at the Rochester School for the Deaf 8:45 - 12:00	Field Experience at the Rochester School for the Deaf 8:45 - 12:00	Field Experience at the Rochester School for the Deaf 8:45 - 12:00	Topic: Career Education: A Developmental Model 8:45 - 10:15 Topic: Helping Teachers to Use Career Education Materials 10:30 - 12:00 Instructor: Munson	Topic: CREED Research in Career Education 8:45 - 10:15 Topic: The Objectives of A Career Education Program 10:30 - 12:00 Instructor: Egelston
Reaction Session 1:15 - 2:30 Topic: The Administrator's View of Career Development - a panel discussion 2:30 - 4:30	Field Trip to Local Business-Industrial Sites 1:30 - 4:30	Reaction Session 1:15 - 2:30 Topic: Problems and Prospects of Career Development: The Classroom Teacher's Point of View 2:30 - 4:30	Topic: In-Service Planning 1:15 - 4:30 Instructor: Munson	Topic: Workshop Evaluation 1:15 - 3:30 Instructor: Egelston

A schedule for each school team was developed. Every member of the school team was assigned to a different instructional activity. The typical schedule below shows how the team members were distributed among the program activities.

School Team X		Monday, July 1
Team Member #1	9 a.m. to 10:15	Materials Center (prepare to teach D-P-T Puzzle)
Team Member #2	9 a.m. to 10:15	Teach "Clarifying Work Values" strategy, Rm 32
Team Member #3	9 a.m. to 10:15	Lead "Interests Continuum" game (will be video taped) Rm 39
Team Member #1	10:15 to 11:45	Teach D-P-T Puzzle, Rm 36
Team Member #2	10:15 to 11:45	Observe CISAG gaming Rm 39
Team Member #3	10:15 to 11:45	Play back video tape, Rm 30

This individualized team schedule helped to assure that each participating school team would have an opportunity to work with or observe students involved in the five different career education activities in the total program.

The field trip component was demonstrated by two field trips to local firms. The field trip was organized to show the three phases of a field trip (preparation, visitation, and follow-up). The Rochester School for the Deaf students in the special career education program were divided into two groups. Each group visited a different field trip site. One group went to a bank while the other group visited a scientific instrument company.

A panel discussion, "The Administrator's View of Career Development" included four school administrators from three schools for the deaf (St. Mary's School for the Deaf in Buffalo, Rochester School for the Deaf, and the New York State School for the Deaf in Rome) which had been involved as field testing centers in the CREED project. Each of the administrators explained the development and organization of the career education program at their schools. In these presentations attention was focused on the establishment of open communication among all participants in the program, including the sponsoring teachers, departmental supervisors, school administrators and project coordinators. During this session workshop participants had an opportunity to solicit suggestions for initiating a career education program.

A second panel discussion was organized around the topic, "Problems and Prospects of Career Development: The Classroom Teacher's Point of View." Five teachers from the same three schools for the deaf, with one to three years of experience in the CREED program, acted as panel participants. Their comments emphasized their experiences during the early stages of their involvement in the program, the nature of the difficulties they encountered in becoming familiar with the career education vocabulary which is used in the program model, their suggestions for sequencing the vocational gaming materials for the various types of student-learning styles. Group interaction was extended as participants sought information that would help them respond to inquiries from staff members in their home schools.

Other learning activities. A lecture, "Career Education: A Developmental Model," was presented to describe the theoretical base of a developmental approach to career education. Many of the ideas presented in this lecture were incorporated in the In-Service Leader's Guide.

A session was devoted to the topic, "Helping Teachers to Use Career Education Materials." This session had three basic purposes: (1) to provide information about the problems and concerns of classroom teachers as they become involved in career education activities; (2) to help participants plan for the introduction and sequencing of career education materials; and (3) to expose participants to theoretical concepts concerning interpersonal communication (with an emphasis on how in-service workers can apply these concepts in working with classroom teachers and administrators).

One session was devoted to helping the workshop participants plan and organize their in-service activities. The objectives for this session were (1) to provide participants with information basic to the scheduling of the individual in-service training programs in each school and the shipping of training materials from school to school; (2) to assist participants in the preparation of their programs and the sequencing of materials, and (3) to describe the services and responsibilities of the University of Rochester headquarters in monitoring and coordinating the total Project effort.

In this session various aspects of the 1974-75 test period were delineated including the sequencing of in-service materials and the distribution of the CREED career education materials which were made available to the participant schools. Seven sequence chains, consisting of three schools each, were established so that materials would circulate from the University of Rochester headquarters to the twenty participating schools on a schedule proposed by the team leaders of each school. The teams in each of the seven sequence chains gathered in sub-groups for the purpose of examining their proposed school schedules and for planning tentative dates which would allow for the coordinated use of the in-service training materials. The in-service planning session concluded with a presentation of the responsibilities and services of the University of Rochester.

Staff members outlined the different monitoring responsibilities involved in carrying out the plans for the second year of the Project.

On the final day of the workshop the participants were given a report on the preliminary research findings of the 1971-74 CREED study. As part of this research report, participants were given copies of the different research instruments used in that study. Possibilities for further research which might be accomplished in their respective schools in 1974-75 were discussed. The Workshop Self Evaluation (Appendix E) was administered to the participants at the concluding session.

Evaluation of the workshop sessions. Evaluative information regarding the quality of the workshop experience and benefit to participants as members of a team returning to provide in-service training to their own school staffs was collected in two ways: (1) after each session a twenty minute verbal feedback session was held and (2) all participants responded to a written evaluation of workshop staff and facilities.

The information obtained from the participants has been summarized to reflect the different activities and experiences which were provided. Feedback was elicited following each session a order to receive input that would help in the revision of materials and in the development strategies for the in-service program which the teams would be offering in their home schools. Information was collected after completion of selected activities on twelve occasions (Session 1-10, 12 and 16). A feedback facilitator who was not the instructor of the session directed the discussion of input through the use of a feedback model distributed to all participants at the beginning of the workshop. Other staff members acted as recorders. A summary of the feedback information is presented below.

Session One:	There was a consensus that the narration for the in-service training slide presentation, and selection and organization of slides were too overwhelming for an initial exposure to the career development program. Specific recommendations included: reduce the narration for each slide shown, slow the narration for interpreting, select out inappropriate and unnecessary slides.
Session Two:	Participants were very positive about small group participation with CISAG materials. They recommended that the relation of the games to the D.O.T. be more strongly emphasized and illustrated when possible.

Session Three: Concerns were raised about the overall production of the "Gaming Techniques" video tape. There was extensive discussion on ways to make it more sophisticated and cosmetically acceptable. Participants stressed the need for including manual communication.

Session Four: Feedback was mixed regarding the slide presentation on "Learning About the Structure of Work and Work Functions." Some suggested dividing the slide set into two viewings. It was suggested the worksheet used in the in-depth session be incorporated in the in-service session.

Session Five: Participants reacted favorably to the small group activities utilizing the Data-People-Things Puzzle game. There was some disapproval of the slide presentation. Participants felt that the narration could be edited and delivered more slowly for interpreting. The exercise sheet used in small group session was recommended for inclusion in the in-service session.

Session Six: Participants agreed that the presentation of an entire work function slide set should have been superseded by the presentation of a slide set that incorporated main concepts of various work functions. The worksheet with participants in small groups proved successful.

Session Seven: Reaction to the video tape was mixed. Some felt that the quality was poor, whereas others though that the particular phases of planning a field trip were clear. As for the panel discussion, most agreed that it was appropriate but participants recommended including members of the deaf community on the panel.

Session Eight: Reaction to the slide presentation on career briefs was similar to previous slide sets; narration was too extensive and certain slides could be omitted without jeopardizing the message. As for the career-brief series, participant reaction differed regarding the language structure, but most agreed that terminology from the vocational games and vocabulary associated with job descriptions should be included.

Session Nine:	The "Clarification of Work Values" video tape was well received. Participants responded favorably to its organization, and extensive attention was given to responses made by school age deaf students in the action segments of the tape. In addition, support was expressed for the use of small group learning activities and direct participation in valuing activities.
Session Ten:	The majority of remarks reflected concern about implementing the career development program and what latitude, if any, could be allowed for altering the sequencing of in-service materials.
Session Twelve:	Participant reaction to the field experience with Rochester School for the Deaf children was supportive. Participants indicated that direct contact with students helped them understand the career development model and the different components.
Session Sixteen:	There were inquiries regarding time devoted to field experience and whether it should have received such priority. On that occasion, participants were more discriminating in their comments in that attention was directed to specific items (e.g., appropriateness of field trip sites based upon students' knowledge of work functions).

The self evaluation instrument provided for open-ended responses to questions about anticipated problems in the home school when the in-service program was initiated. Participant responses included situations concerning scheduling problems, staff resistance to career education, inconvenience of sharing materials, inadequate language ability on the part of their students, the propriety of using the program with young students, teacher incompetence and the quality of the visual training materials.

Part II of the workshop evaluation was concerned with General Considerations and Recommendations (see Appendix F). This was administered to all participants at the final session. Responding procedures required the participants to rate various aspects of the workshop with scaled alternatives ranging from "not at all adequate" to "definitely adequate." This evaluation focused on particular features of the workshop such as the staff, advanced information about the workshop, training materials, and facilities, as well as questions that encouraged open responses. The results of this evaluation are summarized on page 31.

Participant Evaluation of Selected Workshop Features

			Rating[b]	
		N[a]	Mean	Mode
	Advance Information			
1.	Purpose of the workshop	46	3.2	3
2.	What was expected of you	46	3.1	3
3.	Registration for academic credit	46	3.5	4
4.	Adequate advance information	43	3.1	3
	Facilities			
5.	Meeting facilities	42	3.6	4
6.	Dining and housing facilities	42	2.8	3
	Workshop Sessions			
7.	Free from distractions	45	3.5	4
8.	Comfortable surroundings	46	3.5	3
9.	Meaningful, clear presentations	46	3.0	3
10.	Length and number appropriate	43	2.6	3
11.	Taught you about new techniques/materials	44	3.3	3
	Resource Panel Members			
12.	Helpful in achieving workshop objectives	46	3.4	3
13.	Gave you information to use back in your school	46	3.5	4
	The Project Staff			
14.	Helped orient you (before arrival)	45	3.2	3
15.	Helped orient you (after arrival)	44	3.3	3
16.	Assisted you during the workshop	46	3.5	4
17.	Expressed interest in participants comments and questions	44	3.5	4
	The Training Materials			
18.	Were the video tapes, slide-tape presentations, handouts, etc. helpful	43	2.8	3
	Field Experience at RSD			
19.	Useful information and skills	45	3.3	4
20.	Were objectives achieved	43	3.3	3
21.	New viewpoints or changed attitudes	43	3.3	4
	Personal Benefit			
22.	Did you personally benefit from participation in the workshop	42	3.8	4

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[a] Total number of participants responding = 46. N may vary because of blank responses or items rated "Can't judge" or "Learned previously."

[b] Ratings based on four-point Likert scale 4 (definitely), 3 (satisfactory), 2 (inadequate), 1 (not at all).

A heavy majority of participants described all of the various workshop facilities as satisfactory or better. Over 90 percent rated as satisfactory or excellent the advance information, the meeting facilities, the workshop sessions (except for appropriate length which only 62 percent rated as satisfactory or better), the resource people and staff, and the field experience at Rochester School for the Deaf. Seventy-four percent found the dining and housing adequate, while 63 percent rated the training materials satisfactorily effective and appropriate. The open responses indicated that the participants found the small group activities and in-depth exercises to be the most useful component of their training, and many felt that more time should be devoted to these components. Most of them were critical of the audio-visual training materials in that the finished product lacked a "Madison Avenue" perfection. It was generally recognized that the need for visual supplement existed in the training program, but many felt that a professional presentation would be essential for holding the enthusiasm of their staff with their own in-service program. Some described plans for making their own visual training materials with their own classes. Although there was wide variation and overlapping, the following recommendations emerged:

(1) Participants overwhelmingly endorsed small group sessions in which they had an opportunity for direct participation in activities or with training materials.

(2) Participants recommended that the narrations for each in-service training slide set be reduced.

(3) Sundry suggestions were made that sought: (1) to incorporate into the program more time for participants to practice gaming techniques, (2) means of reiterating objectives for each session, and (3) ways of developing out-of-class activities for individuals or groups.

In all, the evaluations indicated definite satisfaction with the adequacy and benefit of the workshop in preparing the participants to return to their schools and train their own staff to use the career development materials.

IV. THE SECOND YEAR (1974-1975)

The second year can be viewed in relation to three major periods: (1) the summer interim (July-August 1974) during which time revisions and refinements in the in-service program and materials were made based on summer workshop feedback and evaluation, (2) the in-service field test period (September-June) when the revised program was being conducted in the participating pilot schools and (3) the final program revision period (June-August) when the evaluative data were used to revise and prepare the final version of the in-service program and materials.

The Summer Interim

During and immediately after the completion of the workshop, the feedback and evaluation data were used to review and refine the sequencing and timing of the ten in-service sessions, to prepare materials essential to the conduct of each session, to make essential changes in the slide and video tape presentations and to prepare scripts to accompany them, and to package and mail the CREED career education materials and the in-service packets. In addition to these major concerns, contacts with the participating schools were maintained to insure that materials were received on time and to keep abreast of any necessary changes in the prepared in-service schedule. Since all materials had to be mailed in late August, it was essential to complete these activities in order that the schools would have the needed materials in time to prepare their in-service program.

Video tape and slide set changes. Time during the summer interim was too short to permit any major revisions in the video tape and slide set materials. However, the slide set narrations were edited and the length of the presentation was shortened in accord with the feedback from the summer workshop participants The narration on the audio tapes accompanying the sets was slowed down to more readily accommodate manual interpretation. Copies of the scripts for each of the slide sets and video tapes were prepared.

The In-Service Leader's Guide. An In-Service Leader's Guide was prepared so that each pilot institution would have theoretical information available for review as well as a step-by-step outline to follow in planning and presenting each of the in-service sessions. The Guide consisted of two parts. Part I containing information on the rationale of the program (the theoretical base); basic administrative considerations (covering commitments, priorities and operational considerations); and a statement on the objectives of career education (including the need for career education, newer concepts about career development, student attitudes and competencies and general programs considerations). Part II detailed the rationale; the objectives, the materials, space and personnel needed to conduct the session; and provided step-by-step procedures to follow in presenting each session.

The in-service session packets. Packets containing the materials for each of the ten sessions were prepared. The materials contained in each packet are listed below:

Session One

1. Attitudes Toward Vocational Development survey
2. Scoring information for Attitudes Toward Vocational Development survey
3. Handout on Responsible Feedback
4. Statement of use of the feedback model
5. Summary of channels in CREED career education program model and component activities
6. Slide script of narration for "Career Development for Deaf Students: An Overview of a Program"
7. In-Service feedback form for session one

Session Two

1. Handout for "Overview of the CISAG Program"
2. In-Service feedback form for session two

Session Three

1. Handout on gaming techniques
2. Handout on the role of the game leader
3. "Gaming Techniques" practice exercises
4. Supplemental Guide to CISAG for Teachers of Deaf Students by W. Howard (5 copies)
5. Script for video tapes "Gaming Techniques," and "Gaming in the Classroom"
6. In-Service feedback form for session three

Session Four

1. "Practice in Job Classification" (participant worksheet)
2. Research report, "A Survey of Career Opportunities for the Deaf" by G. Phillips
3. Career Opportunities for the Deaf by H. Munson and G. Phillips
4. Script for slide set, "Learning to Use the Dictionary of Occupational Titles"
5. In-Service feedback form for session four

Session Five

1. "Working with Data, People, and Things" an informational handout
2. "Work Functions at Home, Community and Work" (participant exercise sheet)
3. Script for slide set, "Work Functions and Everyday Life"
4. In-Service feedback form for session five

Session Six

1. "Curriculum Opportunities" (participant exercise sheet)
2. In-Service feedback form for session six

Session Seven

1. Community Survey form
2. Field Visit Information Sheet
3. Script for video tape "Making Field Visits"
4. In-Service feedback form for session seven

Session Eight

1. Handout listing work functions presented in the career brief series and a list of forty career briefs in the series
2. Bibliography and list of all handouts used in the In-Service Training Program
3. Script for the slide set, "Developing and Using Career Briefs"
4. In-Service feedback form for session eight

Session Nine

1. Work Values Charts (handout)
2. Script for the videp tape, "Clarifying Work Attitudes and Values"
3. In-Service feedback form for session nine

Session Ten

1. *Attitudes Toward Vocational Development* survey
2. Scoring information for *Attitudes Toward Vocational Development* survey
3. In-Service feedback form for session ten
4. Final Participant Self Evaluation (for first nine sessions)

Career education materials. Each participating school had an opportunity to buy or borrow the CREED career education materials for classroom use by the teachers in the in-service program. The materials which were available consisted of the following:

5 Career Insights and Self Awareness Gaming Kits
23 Work Functions Slide Sets and Teacher's Manuals (one set for each of the twenty-three work functions)
50 Field Visit Student Workbooks
5 Field Visit Teacher Manuals
5 Clarifying Work Values (guide to work values clarification for teachers)
5 Sets of Career Opportunities for Deaf Students (a series of 40 briefs depicting 254 specific occupational opportunities for the deaf)

The career education materials were shipped to the participating schools in August.

In-Service Field Test Period

Since it was impossible to supply each of the pilot schools with the in-service slide sets and video tapes, a comprehensive plan linking three schools (School A → School B → School C) was devised. Through this plan utilizing a chain of three schools who would share one set of these materials, an efficient system for sharing the training materials evolved. Schools beginning their workshops in September or early October were designed as "A" schools, those beginning late October or November were "B" schools, and those starting their in-service in December (or later) were "C" schools. Seven sequence chains were established (as shown below). As each "A" school completed a session requiring audio visual material, the team leaders forwarded the materials to the "B" school in the chain who after using them sent them to the "C" school. The "C" school returned the materials to the University of Rochester as each session was completed. In a few cases, the audio visual materials were returned to a pilot school so that in-service participants could view the materials a second time.

Sequence Chain for Shared Use of Training Materials

Sequence A	Sequence B	Sequence C
American →	Cleary →	Bur. for Hearing Handicapped
Gov. Baxter →	Georgia →	California
Florida →	Kansas →	Kentucky
Lexington →	Pennsylvania →	Model Secondary
North Dakota →	Rochester →	St. Francis de Sales
Texas →	St. Mary's →	St. Rita
Mill Neck Manor →	Margaret S. Sterck	

The in-service schedule for each of ten sessions in the twenty schools is shown on pages 38 and 39. The training team in each school generally shared the responsibility for conducting each session. Often, they selected one or two teachers from their instructional staff to assist with small group leadership when this was necessary.

In-service session participant feedback. End of session feedback forms were administered at the conclusion of each of the in-service sessions in the pilot program. A total varying from eight to eighteen of the twenty participating schools reported evaluative feedback for each session. Variance in the schools reporting evaluative feedback data is the result of decisions by in-service teams not to administer the feedback forms to their participants since some of the sessions were modified to such an extent that the standardized form would not be valid for comparison purposes. One school team did not use the in-service program. Several sets of data for differing sessions were lost in the mail. Some teams elected to use a modified feedback form of their own devising. In these instances, the data was not always compatible with the areas of feedback in the project form and could not be tallied with the others.

In spite of these lacks and discrepancies, the data represent a sizable collection of opinions and reactions on the part of the consumers of this in-service package. The following report represents a summary of this evaluative feedback. It is based on consumer comments regarding the training materials, the timing and organization of the sessions, the procedures used, as well as their specific reactions to the CREED career education materials.

Session One: Exploration in Career Education

Eighteen schools reported on the first in-service session. Regarding the visual aid slide presentation, "Career Development for Deaf Students--An Overview of a Program," it was considered very informative and definitely essential to achieving the objectives of the session. Despite the summer interim revision, many indicated it was too long and wordy with a very monotonous and slow paced narration. Many participants suggested that captioned slides or a captioned movie would be more effective. Some felt bombarded by too much information in a short time span, but the majority of participants agreed that the presentation was an essential and good introduction to the program.

Participants varied in their reaction to the timing and organization of the ten sessions. This feature seems to be based almost entirely on the dynamics of the interaction between the in-service team and their staff members at each individual school and is so highly variable within each session that only generalities can be reported. Participants at a majority of schools reported a rushed feeling and cited a need for a break during the session.

SCHEDULE OF SESSIONS FOR THE PARTICIPANT SCHOOLS

	SCHOOL*																			
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aug. 19	1, 2 3, 4																			
26							1, 2A			1, 2			1							
Sept. 2	5														1, 2 3, 4					
9		1, 2								3			2		5	1, 2				
16	6	3, 4		1						4			3		6	3, 4		1, 9		
23				8						5, 6			6		7	5		4, 5		
30	7		1							7					8	6	1, 4	6, 2		
Oct. 7		5	2, 3				2B	1		8	1		5			7	3, 2	3, 7	1	
14	8			4			3	22		9	3		4		9	8	5		9	
21		6	4, 5	2	1		4	3					7				6	8		
28	9			3				4								9	7, 8		2, 3	
Nov. 4		7	6	5			5, 6	5, 6	1	10	2		8	1			9			1
11				6			7		2				9						5	9
18			7	7			8				4									4
25				9			9		3					5						

Continued on p. 39

	SCHOOL*																			
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Dec. 2			8								5			6						5
9							10		4, 5		6			2, 3 4				10	7	6
16			9											7, 8			10			
Jan. 6	10			10				7			8	1			10				8	2
13								8	6											
20								9	7		7	5		9					4	3
27									8			6								7
Feb. 3		10										9								8
10			10						9			2								
17												3								
24												7								
Mar. 3												8							10	
10								10			10			10						
17						1-9														
Apr.									10			10								10

* 1 = North Dakota; 2 = Rochester; 3 = St. Francis; 4 = Lexington; 5 = Pennsylvania; 6 = Model Secondary; 7 = Florida; 8 = Kansas; 9 = Kentucky; 10 = Texas; 11 = St. Mary's; 12 = St. Rita; 13 = Mill Neck Manor; 14 = Margaret S. Sterck; 15 = Gov. Baxter; 16 = Georgia; 17 = California; 18 = American; 19 = Cleary, and 20 = Bureau for Hearing Handicapped Children.

The specific procedures for Session One seemed generally successful in achieving the objectives and providing interesting variety. The most successful features were the discussion of career education and the opportunity to examine the CREED career education materials. Many participants expressed a need for more time to look at and discuss the CREED materials.

The impact of the session was generally good. Some felt overwhelmed by the load of information presented, but the genuine desire to learn about the program and to use the materials with students was a clear message on the feedback forms. Participant reaction to the short exposure to the CREED career education materials was one of excitement. They reported being tantalized and motivated to learn more, particularly about the self awareness strategies. In only a few cases was the highly verbal nature of the materials criticized.

Session Two: Career Insights and Self Awareness Gaming

Participants from seventeen schools reported feedback for Session Two. No project developed training media are used with the session. The procedures involve sub-group activity that provides for an exposure to the CISAG vocational gaming program.

Almost unanimously, participants expressed a need for more time for playing the games in the small group sessions. The rotation of the groups providing for a variety of game leader contact was very stimulating. Participants liked the physical involvement during the gaming activity and cited it as the best part of the session. A few indicated that the gaming dragged a bit. The tremendous popularity of the gaming is a reasonably valid indication that the length of time was appropriately long enough to allow for a significant exposure but not too long to allow the groups to bog down in the game play. It left them wanting more.

Participation in the gaming and small group discussions were highly successful procedures. The informal, open and accepting climate provided evaluations of "fun," "exactly what career education should be like," "very informative," and "enlightening." Several participants expressed a desire to see the different CISAG Game Guides. Some expressed negative feelings about having materials read to them from the Game Guides by the session leader.

A large number of participants expressed reservations about using the games with their students without massive vocabulary exercises preceeding each game play. The developmental nature of the program had obviously either not been clearly stated, or understood. Several wanted to see deaf students playing the games, either on video tape or in a live demonstration. A significant minority of participants noted their discomfort with the lack of built-in organization and sequencing of the gaming program within a school setting.

Session Three: Learning the Gaming Techniques

Fourteen schools responded with evaluative feedback for Session Three. Their criticism of the two training tapes ("Gaming Techniques" and "Gaming in the Classroom") was generally the most severe of any of the training materials used in the in-service program. While the respondents were divided on the need for a tape to achieve the objectives of the session, the majority found these specific tapes to be less helpful in learning about the communication techniques. Many mechanical difficulties and problems such as viewing the tape on a small receiver and poor lighting combined with the "home made" quality of the production effort were displeasing to the participants. Most participants felt the tape did not clarify the techniques because the student responses were edited, were not visable because of the camera work, or not possible to follow because the Rochester Method of rapid fingerspelling was used. Many suggested using a signed narration and classroom demonstrations involving total communication. Without exception, at least one participant in every school thought that the idea of a tape was good. The unaminous message was to scrap this version and try again. Many participants suggested that the second tape, "Gaming in the Classroom" be eliminated completely or be made much shorter. Several training teams elected not to show the second tape. Those participants who liked the tapes cited the need to see the gaming process in action. They liked to watch the students expressing themselves spontaneously and openly. Some liked watching the Rochester Method. Several felt that the examples helped to clarify the communication techniques. However, most indicated a live demonstration would better serve the objectives of illustrating the gaming techniques.

The only consistent organizational suggestions were the expressed need for a mid-session break, and the repetitious nature of the session leader's comments when combined with the narration on the video tape. A few participants felt they would have benefited more from Session Two if they had been exposed to Session Three first. Several wanted to have a script of the narration to read themselves.

The session procedures were moderately successful. Although the participants disliked the tape, they enjoyed the small group work where they could practice their responses to student contributions using the five communication techniques. Most felt they had learned to differentiate the five responses during this practice time. Some felt they needed more practice time before using the games with their students. The reaction to the gaming techniques as a teaching mode was universally positive. Many participants were already familiar with the techniques and others claimed to have been using them without having had a label for them. Some felt it was a challenge to remember to use the techniques in a variety of ways. Several stated that the handouts were very helpful in understanding and achieving the objectives of the session.

The potential of the five communication techniques used within the context of vocational gaming for enhancing language development was mentioned by several participants as being the major contribution of the CISAG program for their deaf students. There was some doubt expressed that younger and lower verbal ability students would be able to interact in a class where the five communication techniques were being used. But most respondents expressed an eagerness to try these techniques with their students in counseling, classroom or dormitory situations.

Session Four: Learning About the Structure of Occupations

Sixteen schools returned feedback forms for Session Four. Five in-service teams elected to omit the slide-tape presentation, " Learning to Use The Dictionary of Occupational Titles. " One session leader edited the set from its original 120 slides. For those who viewed the slides, there was overwhelming support for their usefulness in helping participants to understand and use the Dictionary of Occupational Titles (D. O. T.). The slide presentation was judged to be well organized, clear, very complete and thorough. It gave the session a good visual emphasis; was non-repetitive, colorful, showed excellent examples, informative and well coordinated with the narration. However, even those who appreciated the educational nature of the slide presentation reported that it was too long, that the narration was too slow and monotonous. "It dragged a bit, " was expressed numerous times by the respondents.

They suggested a break during the long slide show or a more condensed slide presentation. A few participants expressed a need for more time using the D. O. T. practice exercise sheets. Many thought there was enought information to merit two sessions for the presentation.

Most of the participants reported that the new materials were more of a challenge to learn. Many found this an enjoyable aspect of the session. Participants reported that it was "fun, " "exciting, " "harder to grasp, " "interesting, " "informative, " "a good review of material from counselor training, " "brought new awareness and a new skill" or "helped connect the preceeding sessions. " For some participants, the session was "confusing, " "too detailed to be useful, " "required too much to be remembered" and "its purpose was not clarified. " Most expressed a new awareness of and appreciation for the classification system of the D. O. T. As one participant said, "I didn't learn it all, but I got the idea. " Another said, "I have no hesitation about using the D. O. T. " Others were overcome with the complexity of the system and the terminology.

The procedures which were most successful in teaching the objectives were the slide presentation and the practice exercise sheets. The in-service teams must be credited for excellent preparation in presenting this session, since the participants spontaneously cited the obvious knowledge and preparedness of the session leaders. Some participants lamented not having a chance to actually use the D. O. T. individually; some wanted to spend more time with the practice sheets, an several expressed an interest in examining the Career Opportunities for the Deaf booklet.

Although the information in the session was acknowledged to be dry, the challenge of learning a new skill and set of vocabulary caused these educators to respond very favorably to a long and information-packed session. While the length of the session was the most common criticism, not all the participants clearly understood how they would make use of this new learning within the context of career education. Some criticized the excessively detailed coverage of the D. O. T. when its limited use by teachers could cause it to be quickly forgotten. It would seem that many of the participants had learned the necessary concepts but were unsure how they would apply them.

Session Five: Learning About Work Orientations and Work Functions

Fourteen field groups reported feedback for Session Five. Three schools did not use the slide-tape presentation, "Work Functions and Everyday Life." Respondents were evenly divided on the instructive value of the slide set. Again, the major criticism of the slide presentation was its length. Others comments focused on the redundancy and dryness of the script and the slow and monotonous narration. The use of slides which illustrated printed material was criticized because they couldn't read the materials. Those who enjoyed the slide presentation reported that it provided a good visual picture of job and work function activities and reinforced what was learned in the Data-People-Things Puzzle game.

Timing and organization problems were created by the need for a break in the two hour session. Many participants resented the time used for the slide presentation. They felt this time would have been better spent on the D-P-T Puzzle game.

The favored procedures were the small group involvement in the gaming and the worksheets which were used for identifying home, community and work activities. The variety of activities was mentioned by several as a positive factor. For some participants the sessions seemed complicated and confusing. A majority of participants expressed the idea that things were finally beginning to fall together; that they understood the work function concepts for the first time after this session.

There was genuine reluctance on the part of some teachers to use these concepts with their young and/or low verbal ability students. The sophisticated vocabulary, challenging even to hearing adults, was judged by some to be impossible for deaf students. A few teachers expressed their intention of watering down the vocabulary, and some asked for the invention of new signs for the work function terms to help represent the concepts more concretely to deaf students.

Participants occasionally reiterated the complaint that career education should be maintained under the auspices of the vocational department and that they resented use of class time in academic subjects. As one teacher said, "There'd be no time for my regular classwork if we played games!"

Session Six: Using the Work Function Slide Series in the Classroom

Session Six feedback data were received from fourteen project schools. The visual material used in this session was a selected work function slide set from the CREED series. This set was shown to model its typical use with a class of deaf students. The team leaders had the option of choosing which of the 23 slide sets they preferred to model. Thus, there was a great deal of variety in the participant responses to the slide set. Many comments were focused on the nature or content of the slide set including the work scenes and captions. Some were displeased with the quality of the CREED work function slide set shown. Participants generally were enthusiastic about the existence of 23 sets of slides for career development. Most indicated that they were eager to integrate the materials into their academic and vocational classes.

The training session was very successful in giving the participants a look at how the work functions slide sets can be used in the career education program. The session seemed "practical" and "down-to-earth" to many, and the materials were rated as particularly appropriate for use with deaf students because of their "visual emphasis." The procedure for using the worksheet to identify work functions in school curriculum areas was well received when instructions for its completion were clearly given. Many participants felt that this session capped the activities from preceeding sessions and the concepts of data, people, and things became impressively "crystal clear."

The timing and organization for this session drew a variety of comments which seemed to depend on the enthusiasm and dynamic leadership of the in-service team. Some found the session too long, slow paced, and boring; others were interested and inspired by their leaders. Several session leaders seated their groups of participants in an informal circle for the model lesson and discussion. Some leaders used Session Six as a point to review information from previous sessions.

Session Seven: Seeing Workers on the Job

Feedback data from Session Seven were received from the participants in fifteen pilot in-service programs. The training video tape entitled, "Making Field Visits" was used by eleven of the team leaders. This tape was regarded as generally technically poor, too long, uninteresting, noisy, and hard to see and understand. However, participant opinion was evenly divided as to whether the tape was useful in learning the objectives of the session. For those who liked the tape, the comments generally supported the idea of showing students engaged in field trip activities. Several participants reported that they would rather spend the time reviewing the actual field trip manual and discussing the procedures for arranging and conducting a field trip in their own community.

The other procedures which were developed for the session were extremely well received. The panel discussion was used by only ten groups and was generally evaluated as "excellent," "interesting," "appropriate," and "helpful." Some participants felt that a greater variety in panelist selection would be more informative. The community survey was omitted or only partially covered by the majority of groups bacause of lack of time. When participants did comment on the information in the survey, the response was overwhelmingly positive. The organization of the community survey involves preparation time and effort on the part of the session leader.

The timing and organization of Session Seven was a bit long in actual pilot use. The variety of activities resulted in excellent interaction and meaningful discussion during the session, but the majority of participants felt the session was too long. Many felt that a refreshment break would be beneficial.

The field trip manual was well received and participants expressed the wish for more time to examine both the student manual, Learning About Work and the Teacher's Guide. Several participants reported that they felt better able to plan and successfully implement a field trip as a useful extension of their classwork. Some indicated they would plan to take more field trips now. The overall reaction to Session Seven seemed to indicate the pilot agenda was overcrowded.

Session Eight: Providing Information About Jobs

Sixteen different schools reported feedback for Session Eight. Three team leaders elected not to use the training slide-tape presentation entitled, "Developing and Using Career Briefs." Those who viewed the slides were overwhelming in their evaluation that they helped to achieve the objectives of the session. Participants were critical of the length of the presentation, the moralizing tone of the text, the monotone voice and slow narration, and the static, posed slides. Some felt there could be more corralation between the slides and the text of the script which the slides were supposed to illustrate. The majority of participants endorsed both the content of the script and context of the illustrations as "well organized," "extremely informative," "related to the objectives," "clear," "colorful," and "helpful in understanding the career briefs." In one group where the slides were not used, several partcipants suggested that a slide presentation would have been helpful.

Although the session was rated as being well organized, the length of the session and the lack of a break drew criticism from several groups of participants. It is noteworthy that a few team leaders deliberately incorporated a break into their agenda for Session Eight. Some participants felt rushed and regretted being unable to read the briefs from cover to cover.

The procedures were reported to be practical and relevant. The inclusion of academic and vocational departments were noted to be especially appropriate for this session. Some participants felt that if they had seen the actual career briefs first, the slide presentation and discussion would have been more relevant. A strong expression of gratitude for the appropriateness and timeliness of this source of career information for deaf students was reported. The session was judged to be enjoyable, with an improved pace and new, nonrepetitive content. Several people expressed a newly found comfort with their role in the career development program after this session. As one participant related it, "This material is beginning to take form so I can relate it to some class subjects."

The career briefs themselves were an instant hit with the participants. They were happy to see the informational gap in career materials for deaf students filled by this component. Many teachers expressed great eagerness to obtain the set of briefs for use with their classes immediately, and some even reported intentions to write their own booklets to add to the informational store. Participants with very young and/or low verbal ability students expressed reluctance to use the briefs with their classes, but others planned to implement them in a variety of ways.

The total effect of this session seemed overwhelmingly positive. The attitude change on the part of the participants in the in-service program was impressively and eloquently expressed by the teacher who said, "I plan to try cutting down on telling my students what they can NOT do and work toward guiding them to discover their own abilities."

Session Nine: Clarifying Work Attitudes and Values

Feedback data for fifteen different in-service groups were received for Session Nine. Two schools incorporated this session as the second session and one school presented it as session eight. The other schools used it in the planned order.

Only seven schools used the video training tape, "Clarifying Work Attitudes and Values." Only two schools reported that the tape was useful in achieving the objectives of the session. The criticism of the tape centered around not being able to follow the classroom segments, the technical difficulties and camera work. Those who liked the tape commented on its better quality and cited it as interesting and informative. The participants reported that they liked watching a real class and enjoyed the students' responses. The narration was criticized for its length, boring content and "faked" enthusiasm. In two of the schools where no video tape was shown, participants thought it a good idea to have a tape to help clarify this affective domain information. Two schools very successfully demonstrated valuing strategies using children from their own classes as a substitute for the video tape.

The timing and organization of Session Nine was reported to be excellent except for lack of a break. Many participants expressed the need for more time for both the strategies and the discussion since a little too much was crammed into the session. Several felt that this session should have been scheduled first or ahead of others in the original plan of sessions.

The procedures were extremely well received by the majority of participants. Several groups reported that this was their "best meeting." Most reported that there was a great deal of self knowledge imparted by doing the valuing strategies with sub-group leaders. The activities were reported to be "enjoyable," "fun," "stimulating" for interaction among the participants, and conducive to open, comfortable communication. The discussion period after the valuing sessions was rated equally high by the majority of participants. The entire concept of incorporating a component on work values and attitudes into a career education program was reported to be timely and relevant. There was some dissatisfaction with the idea that values should be clarified on an individual level rather than outlined and taught as a unit of study. The activities in the book Clarifying Work Values: Strategies for Career Education were praised as a way to "pull values out of someone without inflicting negative judgment." The particular values selected for emphasis were rated appropriate, motivating and excellent for language development.

The majority of participants reported that they intended to use the values clarification strategies with their classes. Several added that they would "try to be a model of these values rather than preaching what's good." One suggested, "If you're going to be an open-minded, accepting teacher and not push values on the kids, then you should carry this attitude through the rest of your teaching." The dormitory counselors reported that they were very excited and delighted to note the existence of a set of tried procedures to use with deaf students. One interesting suggestion was the plea for inclusion of the values representing other cultural and ethnic groups.

Session Ten: Explorations in Career Education: Reviewed and Re-evaluated

Session Ten feedback responses were received from eight field programs. This session was held five to eight weeks after the last preceeding in-service session.

This session included a discussion panel for each of the five CREED career education program components and the scoring and comparison of the results of the "Attitudes Toward Vocational Development" survey which was first administered in Session One and re-administered in this session. Some participants mentioned that the directions for scoring were complicated and hard to understand but the results were overwhelmingly viewed as "interesting," "valuable," "fascinating" and "helpful." Some speakers on the various discussion panels took too long or were "tedious" but most participants found that the sharing of frustrations, experiences, special techniques and different student responses were interesting and enlightening. As one participant said, "It was great to realize that others had been using the materials, but, like me, not with 100 percent success at first." Another said, "It was a good honest discussion of the program's faults and how to deal with problems in the classroom use of the activities."

Participants expressed a positive response to the self-evaluation instrument as a good review of everything they were supposed to have learned. Several participants reacted negatively to all the "paperwork" especially when it could have been done independently, "without wasting class time."

The timing and organization were generally praised as brief, to-the-point, and extremely concrete with immediate feedback. In some schools, where the panel discussions dragged, the session was criticized for its length. In general, however, Session Ten appeared to be successful in achieving its goal of re-examining and re-evaluating the career development program and in-service training.

Evaluation of the In-Service Program

The in-service training program was evaluated at three distinct levels. The in-service session participant feedback from each pilot school represents evaluative evidence regarding participant feelings about the instructional media and the procedures used in the ten sessions. This information has been reported in the previous section.

At a more formal level two evaluation instruments were developed, one for evaluating the in-service session procedures to be completed by instructors comprising the in-service team (see Appendix G) and another self rating instrument to seek participant ratings of achievement relative to the objectives for each of the ten sessions (see Appendix H). The purpose of the team leader evaluation was to identify procedures or content which should be revised or refined to insure participant achievement of the objectives for each session. The participant self rating served to measure the degree of success in meeting the objectives of each session as viewed by the participants in the field test program.

Team leader evaluation of the in-service session procedures. Twelve of the 17 team leaders who presented all ten in-service sessions in their schools completed the "Questionnaire on the In-Service Leader's Guide." Responses for the items rating Session One procedures appear in Table 1, page 49. All procedures were judged very helpful or somewhat helpful by the majority of respondents. One school had difficulty with the overview slide-tape presentation and with the administration of the feedback forms. Team leader responses seemed to agree with participant feedback concerning the length of the slide presentation and the narration. One school had a problem with the feedback forms which were handed out at the end of the session and taken by the participants to be completed at their leisure. This school, in succeeding sessions, required all forms to be handed in at the conclusion of each session.

TABLE 1

Tally of Responses to Questionnaire on In-Service Leader's Guide-Session One

		Ratings[a]					No Rating
	Procedure	4	3	2	1	0	
1.	Introduce objectives	9	3				
2.	Administer Attitudes Toward Vocational Development survey	7	3	1			1
3.	Participant ideas about career education	7	3	2			
4.	Show the slide set "Career Development for Deaf Students--An Overview of a Program"	4	6	1	1		
5.	Discuss slide set	3	6	2		1	
6.	Look at CREED materials	6	3	2			1
7.	Administer end of session feedback	6	3	1	1	1	

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[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = omitted procedure.

Session Two responses (see Table 2, p. 50) supported the inclusion of most of the procedures as these were established for the field test program. The major area of concern focused on the introduction of the Game Leader's Manual. Two schools had difficulties with the feedback forms. Minor procedural problems were encountered in three other areas: play CISAG games, introduce components of the Game Guide and the question-answer period. Notations concerning these problems were helpful in reviewing the procedures for the revised program. However, the "very helpful" and "somewhat helpful" ratings of the team leaders would indicate that the session was generally satisfactory.

TABLE 2

Tally of Responses to Questionnaire on *In-Service Leader's Guide*-Session Two

		Ratings[a]					No
	Procedure	4	3	2	1	0	Rating
1.	Introduce the five CISAG games	9	3				
2.	Play CISAG games	8	2	1	1		
3.	Introduce *Game Leader's Manual*						
4.	Introduce components of *Game Guide*	7	3	1	1		
5.	Question-Answer Period	6	5		1		
6.	Administer end of session feedback	6	3		2	1	

---

[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

The third session procedures were rated "somewhat helpful" to "very helpful" by the majority of team leaders (see Table 3, p. 51). Two schools omitted use of the video tape "Gaming Techniques," and two others reported that showing the tape caused problems in their school. One leader omitted the video tape "Gaming in the Classroom," and two others reported that showing the tape caused problems. The school which omitted the "Classroom" tape, had prepared their own tape to illustrate the gaming techniques in action to substitute for the program tape. The main problems in this session were reported in showing the video tapes (participants couldn't understand the classroom interaction) and in introducing the CISAG manuals for gaming. Again, team leader responses support the necessity to examine the inclusion of the video tapes in the final in-service program.

TABLE 3

Tally of Responses to Questionnaire on *In-Service Leader's Guide*-Session Three

	Procedure	Ratings[a]					No Rating
		4	3	2	1	0	
1.	Introduce the five communication techniques	8	2	2			
2.	Show the video tape "Gaming Techniques"	3	4	1	2	2	
3.	Introduce the gaming process in the classroom	7	5				
4.	Show the video tape "Gaming in the Classroom"	4	4	1	2	1	
5.	Reactions to gaming techniques	6	3	2	1		
6.	Organize groups for Gaming Techniques Exercises	6	4	1		1	
7.	Introduce *Game Leader's Manual*, *Game Guide* and *Supplemental Guide to CISAG*	7	2	2	1		
8.	Administer end of session feedback	6	4	1		1	

---

[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = omitted procedure.

In Session Four (see Table 4, p. 52), three procedures, introducing objectives, showing the slides and discussing "Career Opportunities for the Deaf" were, except for one leader, viewed as helpful by all those who used them. One leader reported that showing the slides caused problems, and one in-service leader omitted the slide-tape presentation on the *Dictionary of Occupational Titles*, while another left out the explanation of the D.O.T. Three schools omitted the worksheet, and two left out the practice on the D.O.T. and the discussion of the career opportunities booklet.

TABLE 4

Tally of Responses to Questionnaire on *In-Service Leader's Guide*-Session Four

	Procedure	Ratings[a] 4	3	2	1	0	No Rating
1.	Introduce objectives	6	6				
2.	Show slide set "Learning About the Structure of Work and Work Functions"	6	4		1	1	
3.	Show and explain *Dictionary of Occupational Titles*	2	8	1		1	
4.	Complete "Practices in Job Classification" Worksheet	6	2	1		3	
5.	Practice using the *Dictionary of Occupational Titles*	5	4	1		2	
6.	Show "Career Opportunities for the Deaf" booklet	7	2			3	
7.	Administer end of session feedback	7	3	1	1		

---

[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

In-service leaders overwhelmingly rated the procedures for Session Five "helpful" or "very helpful" (see Table 5). One leader found that showing the slide set "Work Functions and Everyday Life" "caused problems," and one other reported that the practice sheet on data-people-things was of "no help."

TABLE 5

Tally of Responses to Questionnaire on *In-Service Leader's Guide*-Session Five

	Procedure	Ratings[a] 4	3	2	1	0	No Rating
1.	Introduce objectives and the CISAG Data-People-Things Puzzle game	8	4				
2.	Play *Data-People-Things Puzzle*	9	3				
3.	Introduce components of the *Game Guide*	7	5				
4.	Show the slide set "Work Functions and Everyday Life"	6	5		1		
5.	Practice in identifying home, community and work applications of data-people-things work functions	5	6	1			
6.	Administer end of session feedback	7	5				

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[a] The rating scale ranges from 4= very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

Session Six procedures were rated "somewhat helpful" to "very helpful" (see Table 6). One school reported four procedures to be of "no help," (procedures 3, 4, 5 and 6) and one other school rated the administration of the feedback forms as of "no help." Two schools omitted the work function school activities practice, and one omitted administration of the feedback form and the follow-up activities. Team leader responses suggest that additional attention to the procedures for conducting the last half of the in-service session could improve the learning quality of the session.

TABLE 6

Tally of Responses to Questionnaire on In-Service Leader's Guide -Session Six

		Ratings[a]					No Rating
	Procedure	4	3	2	1	0	
1.	Explain purpose of the session	6	6				
2.	Introduce the slide set	8	4				
3.	Show selected work function slide set	6	4	1	1		
4.	Conduct follow-up activities to expand the learning exposure	5	5	1		1	
5.	Practice relating the work functions to school activities	3	6	1		2	
6.	Administer end of session feedback	5	4	2		1	

---

[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

The majority of leaders rated the procedures for Session Seven as "somewhat helpful" or "very helpful" (see Table 7, p. 54). One school reported that the directions for the panel discussion by industry representatives were not helpful. Two found the video tape "Making Field Visits" caused problems and three others omitted it. One leader found the presentation of the field trip student workbook and the Teacher's Manual caused problems and one other leader omitted that procedure from the session. Two schools omitted the discussion panel. Several leaders reported that this session was packed with activities. Team leader comments seemed to suggest the necessity for cutting some of the procedures so that more time could be afforded the remaining content. The combined participant feedback and team leader evaluations would suggest the possible omission of the video tape.

TABLE 7

Tally of Responses to Questionnaire on In-Service Leader's Guide-Session Seven

		Ratings[a]					No
	Procedure	4	3	2	1	0	Rating
1.	Introduce objectives	6	6				
2.	Show video tape "Making Field Visits"	5	2		2	3	
3.	Present *Teacher's Manual for Learning About Work Through Field Trips* and the Student workbook *Learning About Work*	6	4		1	1	
4.	Discussion panel	3	6	1		2	
5.	Present information from community survey	6	6				
6.	Administer end of session feedback	6	5	1			

---

[a] The rating scale ranges from 4= very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

All of the in-service leaders who used the procedures for Session Eight (see Table 8, p. 55) rated them as "somewhat helpful" or "very helpful" except one leader who indicated that showing the slide set "caused problems." One leader omitted the slide-tape presentation; one omitted the discussion of other career education materials; one omitted the display of informational materials; and another failed to administer the feedback form.

In Session Nine (see Table 9, p. 55), a majority of the team leaders rated the procedures "very helpful." One school omitted the objectives and the end of session feedback because of extreme modification in the procedures. Three schools omitted the video tape and two left out the values clarification activities and the panel discussion.

TABLE 8

Tally of Responses to Questionnaire on In-Service Leader's Guide-Session Eight

		Ratings[a]					No
	Procedure	4	3	2	1	0	Rating
1.	Introduce objectives	10	2				
2.	Show slide set "Developing and Using Career Briefs"	6	4		1	1	
3.	Discussion the Occupational Communications Profile	7	5				
4.	Present career brief series materials	9	3				
5.	Show and discuss other career information materials	8	3			1	
6.	Conclude session by encouraging group to examine display materials	9	2			1	
7.	Administer end of session feedback	8	3			1	

---

[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

TABLE 9

Tally of Responses to Questionnaire on In-Service Leader's Guide-Session Nine

		Ratings[a]					No
	Procedure	4	3	2	1	0	Rating
1.	Introduce objectives	9	2			1	
2.	Show the video tape "Clarifying Work Attitudes and Values"	6	3			3	
3.	Participation in values clarification activities	8	2			2	
4.	Question-Answer Panel	7	3			2	
5.	Administer end of session feedback	6	5			1	

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[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

Several team leaders found it necessary to change or modify the procedures for Session Ten (see Table 10), since the component panel presentations were dependent on the experiences of participating teachers. A few of the "C" schools who were among the last to get the program underway were pinched for time. The teachers, feeling they needed more classroom experience, were reluctant to participate in panel presentations. Thus, two schools omitted the presentations two reported the procedure of "no help" and one indicated it "caused problems" basically due to the lack of classroom experience with the career education materials. The majority found that re-administering and scoring the "Attitudes Toward Vocational Development" survey was "very helpful."

Three in-service teams found it necessary to alter or change the procedures because of scheduling difficulties. These participants prepared a subjective analysis of the in-service program in general. Letters of evaluation from these team leaders are on file at Project Headquarters.

TABLE 10

Tally of Responses to Questionnaire on *In-Service Leader's Guide*-Session Ten

		Ratings[a]					No
	Procedure	4	3	2	1	0	Rating
1.	Re-administer and score "Attitudes Toward Vocational Development" survey	7	2		1		2
2.	Component Panel Presentations	4	3		2	1	2
3.	Questions and Answers of total panel	5	1		1	3	2

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[a] The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems, and 0 = omitted procedure.

Field participant self evaluation of achievement. "In-Service Evaluation: Self Evaluation of Content" was used with participants to rate their achievement of session objectives. It was used in the final in-service session (Session 10). Each participant in the pilot school programs was asked to complete a self-evaluation instrument to rate the understandings gained and the attitudes formed as a result of exposure to the first nine sessions. By rating their mastery of the objectives for each session, they reported the degree to which the in-service training they received was successful in teaching the material purported to be important in implementing a career development program with their students.

Eight schools with a total of 151 participants cooperated in this self evaluation effort. The total N reported in the results will vary because some responses were blank and some items were rated "Can't judge" or "Learned previously." These categories were omitted in the calculations shown here. The ratings used in the calculations were based on the following four-point scale: 4 (definitely); 3 (satisfactorily); 2 (inadequately); 1 (not at all). The results of the 151 field participant ratings are shown below:

		Rating	
Self Evaluation of Session One Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made clear to you?	146	3.0	3
2. Did you learn or come to understand:			
a. the four learning channels of the Munson paradigm?	134	2.7	3
b. new concepts concerning vocational learning-maturation?	131	2.9	3
c. clarification of your attitude toward career development?	128	3.2	4
d. your involvement in career development of deaf students?	107	3.1	4

Self Evaluation of Session Two Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made clear to you?	139	3.3	3
2. Did you learn or come to understand:			
a. knowledge of CISAG program?	129	2.9	3
b. internal factors in career evolvement?	129	3.4	3
c. difference between "self" factors and world of work opportunities?	138	2.5	3

Self Evaluation of Session Three Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made clear to you?	146	3.3	4
2. Did you learn or come to understand:			
a. procedures for establishing gaming climate?	133	3.0	4
b. five communication techniques?	134	3.0	4
c. potential problems in gaming?	127	3.0	3
d. how to solve potential problems?	121	2.4	3

		Rating	
Self Evaluation of Session Four Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made clear to you?	131	3.2	4
2. Did you learn or come to understand:			
a. the United States Department of Labor classification system?	130	3.1	4
b. the use of the *Dictionary of Occupational Titles* and other references?	132	3.0	4
c. job stereotypes and outdated classifications	127	3.0	3
d. career opportunities for deaf people?	128	2.7	4

Self Evaluation of Session Five Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made clear to you?	134	2.2	4
2. Did you learn or come to understand:			
a. the terms and game plays in the *Data-People-Things Puzzle*?	133	2.8	3
b. identification of life activities as related to the various work functions?	128	3.1	4

Self Evaluation of Session Six Objectives	**N**	**Mean**	**Mode**
1. Were the objectives of the session made cleary to you?	114	3.3	4
2. Did you learn or come to understand:			
a. all 23 work function slide sets and accompanying teacher's manuals?	108	2.4	3
b. at least one area for each slide set for curriculum enrichment?	119	2.7	3
c. classroom tasks which are related to the various work functions?	124	3.0	4
d. set up and operate a carousel projector?	119	3.4	4
e. use the teacher's guide?	108	3.3	4

Self Evaluation of Session Seven Objectives

			Rating	
		N	Mean	Mode
1.	Were the objectives of the session made clear to you?	115	3.4	4
2.	Did you learn or come to understand:			
	a. how field trips enhance the work function concepts?	110	3.3	4
	b. how to proceed in identifying and contacting business personnel at sites for potential field trips?	102	3.0	4
	c. employers feelings concerning the employment of deaf workers?	97	3.1	4

Self Evaluation of Session Eight Objectives

		N	Mean	Mode
1.	Were the objectives of the session made clear to you?	123	3.3	4
2.	Did you learn or come to understand:			
	a. four skills in communication which influence career choice?	119	2.9	3
	b. several ways to integrate use of the briefs into a career development program?	114	2.8	3
	c. insights into the needs of deaf youth for career information?	122	3.3	4
	d. at least one other reference for occupational information?	110	2.9	4

Self Evaluation of Session Nine Objectives

		N	Mean	Mode
1.	Were the objectives of the session made clear to you?	132	3.2	4
2.	Did you learn or come to understand:			
	a. several topics associated with work values?	131	2.7	3
	b. three steps in the valuing process hierarchy?	127	2.3	2
	c. four different values clarification strategies?	122	2.4	2
	d. the use of the five communication techniques in leading a valuing session?	114	2.4	2

The team of in-service instructors in the eight schools were apparently quite successful in making participants aware of the session objectives and in facilitating the learning for nearly every objective in each session.

In Session Three participants reported that they were less than satisfactorily prepared to solve potential problems with the gaming strategies in their classes. Participants also rated as less than satisfactory their knowledge of all 23 work function slide sets and accompanying teacher's manuals in Session Six. In Session Nine the three steps in the valuing process hierarchy, the different values clarification strategies and the use of the five communication techniques in leading a valuing session were all rated as inadequately learned. Of the 42 mean scores computed, 25 were 3.0 or higher. The remaining 17, all between 2.3 and 2.9, the majority, 12 were in the 2.5 - 2.9 range, while only 5 were under 2.5. Of the 42 model scores, over half (23) were rated "4," while 16 were rated "3" and 3 were rated "2." From the field participant self-evaluation, it would appear that they were quite satisfied with their learning achievements.

Consultant Meetings During 1974-75.

The same two panels of consultants were used for the last phase of the project. On January 16, 1975, the panel consisting of Dr. Robert R. Lauritsen, Dr. Norman L. Tully, and Mr. Leonard Zwick met with the project staff on the University of Rochester campus to consider the evaluation of the Summer Workshop and to discuss the future of the CREED career education materials as these are used in the in-service training program.

This panel was helpful in reacting to the potential of the CREED materials. Their use with post secondary education programs is being initiated. The panel encouraged the use of some of the materials with deaf adults in vocational rehabilitation settings. Although some specific modifications in the CREED components were suggested, the materials and activities were judged extremely adaptable. Further testing with other groups of deaf people involved in the career decision making process was strongly urged.

The option of possible distributers of the CREED materials was not resolved at this meeting, although many alternatives were presented and discussed. A National Career Education Consortium which would parallel in structure the National Interpretor Training Consortium was a possible consideration to explore.

The other consultant panel which convened on January 27, 1975, at the University of Rochester campus consisted of Dr. Richard G. Hehir, Dr. Ralph L. Hoag, Dr. George Propp and Dr. E. Ross Stuckless. This panel had previously been involved in advising the staff on the development of the in-service training materials and the Summer Workshop program.

After a report on the evaluation of the use of the in-service training program with the participant teams in the workshop, the group considered the evaluative feedback from the field schools for the first five sessions of the program. They were helpful in suggesting revisions in and alternatives to the in-service program strategies and materials.

This panel also discussed possibilities for establishing the in-service program as a formal component of a teacher training and in-service program for educators of the deaf. Numerous possibilities were explored and discussed but decisions for future action were delayed until more information concerning the future of the CREED career education materials was available.

A final consultant meeting was held on June 16, 1975, at the University of Rochester campus with both consultant panels attending. The discussion focused on the revised in-service program and materials. The revised In-Service Leader's Guide was discussed with special attention directed to newly written sections which were proposed by the consultants at previous meetings. The two newly revised video tapes, "Career Insights and Self Awareness Gaming Program Communication Techniques" and "Clarifying Work Attitudes and Values" were shown to the consultants at this time.

The Career Development in the Education of the Deaf workshop being held at the University of Rochester campus July 7-11, 1975, was described, and the participants and their school affiliation were noted. Availability of CREED materials for these educators and others who wished to use them was discussed in detail. Several alternatives were suggested by Dr. Propp through the National Instructional Materials Information System which has selected career education as its major focus for the 1975-76 school year. Ways to insure the perpetuation of the leadership training program for in-service leaders was also discussed with suggestions such as use of N.T.I.D., Gallaudet and University of Rochester being offered.

Newsletter from Project Headquarters

Two issues (November, 1974 and July, 1975) of a project newsletter were produced to share information with the participants of the 1974 University of Rochester Summer Workshop in Career Development in the Education of the Deaf. The title Overbearing-Feedback was coined by the participants and originated from their fascination with the various work functions and the twice-daily evaluation sessions at the end of each instructional part of the 1974 workshop program.

News of the 1975 summer workshop was carried in the November issue as well as information concerning visitations to the field schools by the Project staff in the roles of observer and consultant. Several worthwhile materials were singled out for review to alert participants to the existence of newly published materials which were philosophically compatible with the CREED program.

The July issue focused on the report of schools which had completed the in-service program and the future of the CREED program. Information on the revised In-Service Leader's Guide and training materials was also included.

Research on Teacher Attitudes Toward Career Development

Since teachers in schools for the deaf are generally prepared to be subject matter specialists, they usually have had very little background preparation in guidance theory or in concepts relevant to career education. When academic teachers are engaged in career education activities, their primary concern frequently is with the informational learning to be accomplished. They may feel discomfort with the more conceptual approach and the "self awareness" aspects of developmental career education. It was therefore considered of primary importance to consider the attitude changes of the participants in the in-service training program in career development and to investigate changes in their awareness of the significance of career education in relation to other more formal academic subject.

The instrument. A survey instrument, Attitudes Toward Vocational Development (see Appendix I), was specifically developed to assess teacher attitudes concerning the traditional and the newer philosophies of career development. The measure consists of 32 items reflecting 16 traditional and 16 newer ideas about career development. The score is derived by tallying the value of the Likert-type responses for each set of 16 items with the "modern" set arbitrarily scored positively and the "traditional" set scored negatively. The absolute difference between the two tallies, taking the sign of the larger number, represents the individual score.

Research design. The Attitudes survey was administered to each participant in Session One as a pretest and in Session Ten as a posttest. The means for pre and posttest administrations for each of the seven schools which returned their data in time to be included in the study, were pooled to form a treatment group. Data from two schools where the instrument was administered in the 1973-74 school year and where no in-service training in career education was given to the staff, were pooled to form a control group.

The change scores for the two groups were compared using a two-way analysis of variance model containing the factor of schools nested within treatments.

Results. The pretest means for the seven experimental schools ranged from 5.46 to 9.80. Posttest means for the treatment group ranged from 3.64 to 11.9 with three schools showing an increased mean and four results showing a decreased score.

The control group means ranged from 7.10 to 7.77 on the pretest administration and for the posttest ranged from 6.05 to 8.08. The ANOVA revealed no significant difference in the change scores of the two groups. The ANOVA table appears below.

Participant Attitude Change (2-way ANOVA)

Source	SS	df	MS	F	p
Group (E-C)	.1157	1	.1157	.0206	n.s.
Time (Post-Pre)	.2006	1	.2006	.0357	n.s.
Interaction	.0459	1	.0459	.0082	n.s.
Within All	5.6165	14	5.6165		
Total	5.9787	17			

Discussion. In the previous administrations of the Attitudes Toward Vocational Development survey*, mean posttest scores tended to exceed pretest means, although the variability within the treatment group compared to the control group did not reach statistical significance. When used with the in-service team during their leadership training workshop in the Summer, 1974 course, the pretest mean for the 46 participants was 11.39 and the posttest mean in Session Ten was 16.24. When compared using an analysis of variance, the change was highly significant at the $p < .01$ level. It was surprising therefore, to observe the majority of the posttest means lower than the pretest data.

The negative influence on the scores may represent an enhanced awareness on the part of the field participants in the seven selected schools toward all theories of career development. It is possible that during the course of the session workshop modern and traditional philosophies were presented with no value judgment conveyed, and because of their own experience and exposure to traditional modes of career awareness and decision-making, teachers remembered and expressed a preference for those philosophies which seemed comfortable, familiar, and which fit their conception of appropriate rationale for career education.

It is recommended that career education in-service leaders first clarify their own feelings and attitudes toward the various philosophical poles, and when presenting the CREED program, infuse the value judgment which prefers a modern philosophical concept of developmental career education. The appropriate use the CREED materials and activities depends heavily on the acceptance of philosophies compatible with those incorporated in the Munson career learning-maturation paradigm.*

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* Munson and Egelston, Final Technical Report, CREED Project, 1974.

Revisions in the In-Service Program

The results of the participant feedback for each session and the field leader responses to the "Questionnaire on the In-Service Leader's Guide" served as the basis for revisions in the in-service program procedures and materials and in the final preparation of Career Education for Deaf Students: An In-Service Leader's Guide.

Part I, which includes the program rationale, administrative considerations, and objectives was expanded with the addition of a section covering the scheduling of program activities. Part II was extended to give the in-service leader assistance in identifying candidates for participation in the program and in arranging for the necessary facilities. Part II delineates the implementation of the in-service session procedures indicating activities which are optional or which need additional explanation. A list of references is provided so that the leader may prepare for the instruction involved in each in-service session. The outlines for the in-service program procedures appear session-by-session with all handouts and supplementary materials for each session provided in the Appendices at the back of the Guide.

Part I. A new section in Part I of the Leader's Guide was added to give specific recommendations regarding the implementation of the CREED materials and activities in a total developmental career education program. This section provides information to help in scheduling the CREED program materials and in organizing program activities.

The alternatives for scheduling each CREED component is outlined with recommendations for certain strategies at specific levels based on the trial use of the materials and the resulting teacher suggestions. Three organizational alternatives for building a structured career education experience into the curriculum are described.

Part II. The in-service procedures were developed and revised according to the field leader recommendations and participant feedback from the 17 schools which used the pilot programs with their staff. Special attention is given to the unusual procedures which may be ambiguous or require advance preparation and/or additional personnel. The in-service training materials are described with a list of the specific media equipment needed for the use of each. Reference and appendix materials are explained, and use of feedback and evaluation techniques are suggested. In Part II all of the basic criteria for selecting an in-service leader, the program participants, the location and facilities for the program are described.

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* Ibid.

Session One timing was modified to incorporated a ten-minute break into the procedures, but was otherwise basically unchanged.

Session Two procedures were rewritten with more detailed directions and answers to the suggested questions to provide the leader with all the factual information needed. Again, timing was adjusted to allow for inclusion of an optional break. The question-answer period to discuss vocational gaming was extended. Procedures to introduce the Game Leader's Manual were altered and rescheduled.

Session Three procedures were revised to include a "Gaming Techniques Worksheet" which was designed to be used with a completely new video tape, "Career Insights and Self Awareness Gaming Program Communication Techniques." The use of a second video tape to show an entire class period of gaming was dropped. More time was allowed for the Game Guides and the Supplemental Guide to CISAG for Teacher's of Deaf Students.

Session Four was reorganized with the slide-tape set, "Learning to Use the Dictionary of Occupational Titles," being shown in two sections. In the revised procedures, after the first 17 slides are shown, participants complete a practice worksheet. Then the remaining slides are shown.

The order of Session Five procedures was revised with the slide-tape presentation, "Work Functions and Everyday Life" being presented first followed by the playing of the Data-People-Things Puzzle game. The time for worksheet practice was extended.

Session Six procedures were revised to include more detail and precise directions for modeling the use of a selected work function slide set. One example set is used with specific references to the directions in the Teacher's Manual for the slide set on "Driving-Operating" under the Things orientation. The worksheet was revised to incorporate specific examples of curricular opportunities for each work function.

The revised procedures for Session Seven omit the video tape which was used in the pilot version. The discussion panel time is extended and the recommended composition of the panel has been limited to local employers from business or industry. The presentation time for the community survey was extended. An additional procedure has been provided so that participants may actually sign up for a field trip to a site identified in the community survey..

Session Eight procedures provide for an extended presentation of the career brief series and the deletion of procedures devoted to the description of other career information materials.

Few changes were made in the procedures for Session Nine. A completely new video training tape "Clarifying Work Attitudes and Values" was prepared. The time for the question-answer panel was reduced to allow sufficient time for participant involvement in values clarification activities.

Session Ten includes more detailed information for the administration and scoring of the "Attitudes Toward Vocational Development" survey. The career brief panel was cut by five minutes, and in place of the question-answer session for all panel members, the "In Service Self Evaluation" instrument is to be administered with the expectation that participants may respond at their leisure and return the form to the in-service leader when specified. Leaders have the alternative of choosing to administer parts of the self evaluation session by session for more immediate evaluative information.

Appendices. There is a separate appendix for each session containing the session objectives typed in primary type. They may be copied and handed out at the beginning of the session or used with an overhead transparency. Information bulletins and worksheets for each session are also included in each respective appendix. Scripts of the in-service training slide-tape sets or video training tapes are included for the appropriate sessions.

The revised In-Service Leader's Guide represents a complete instructional plan and resource book for those who are responsible for implementing the in-service program to prepare their staff members to use the CREED career education program with deaf students.

The Future of the In-Service Program

The in-service program was successfully used to completion of the ten sessions by 17 of the pilot schools. Approximately two hundred participants in the 17 schools have sufficient training to use the CREED components with their classes of deaf students. A survey of these participants by the in-service leader in each school has revealed that planned use of the materials ranges from 20 to 100 percent. Most of these participants who chose to implement the program were volunteers for the in-service program, were academic teachers or dormitory counselors responsible for secondary level students and were located in residential schools for the deaf where career education had been stressed by their administration as a priority consideration in curriculum development.

Several in-service leaders did an outstanding job of training their staff. These people have been recommended for and have accepted the responsibility of serving as regional consultants for helping other schools initiate a career education in-service training program. They include the following:

Jacob Arcanin, California School for the Deaf, Berkeley, Calif.
Dorothy Davis, Gov. Baxter State School for the Deaf, Portland, Me.

Robert Kelly, Gov. Baxter State School for the Deaf, Portland, Me.
Emily Laitmon, Bureau for Hearing Handicapped Children, New York, NY
Margaret Marquez, Bureau for Hearing Handicapped Children, New York
Stanley Mink, Bureau for Hearing Handicapped Children, New York, N.Y.
Nora Shannon, Rochester School for the Deaf, Rochester, N.Y.
Robert Stewart, North Dakota School for the Deaf, Devils Lake, N.D.
Gary Updike, Kansas State School for the Deaf, Olathe, Kansas

An in-service leadership training workshop was offered in the 1975 Summer Session at the University of Rochester by Dr. Judy Cobb Egelston who served as Research Associate on the Career Development in the Education of the Deaf project. Thirteen participants from six states and the District of Columbia representing two residential school sof the deaf, the New York Office of Vocational Rehabilitation, four day programs for the hearing impaired and two post-secondary programs for the deaf were registered. Several of these people have indicated that they plan to use the CREED career education model and materials with their deaf students or clients and three plan to give the in-service training program for the staff of their home institutions.

An outline of criteria by which to judge optimum behavior of teachers, students, administrators and career development specialists has been developed to assist in the evaluation of a school program in career development using the CREED materials and startegies. The future success of the program depends on the achievement of these behavioral goals.

I. Teacher Behavior

A. Informal Atmosphere

1. The teacher announces or in some manner alerts the students to the informal nature of the activity.

2. The teacher tells class they will not be evaluated on the language they use.

3. The teacher tells class that they don't have to memorize the new words. Their work will not be "graded."

4. The teacher seems relaxed, remains seated or assumes alternative informal posture.

5. The teacher encourages the students to communicate spontaneously to entire group, not just to teacher or activity leader.

B. Communication Techniques

1. The teacher listens to participants and indicates interest in their responses.

2. The teacher reflects the students responses.

3. The teacher clarifies the students responses using, "You mean that . . . " or an alternative phrase which lets the students know that the teacher is not correcting the language but merely re-starting the participant's response.

4. The teacher asks questions of the students which help them understand their feelings or the knowledge which they possess.

5. The teacher asks for examples of the situations or information the students describe using "Can you tell us about a time when you felt that way," or "Can you give me an example of . . . ."

6. The teacher allows students time to consider their answers.

7. The teacher allows other students an opportunity to question the participant about his or her responses.

8. The teacher accepts and builds on students' responses.

C. Knowledge of Career Education Terms and Concepts

1. The teacher introduces the career education terms by asking if students are familiar with the vocabulary word.

2. The teacher provides a clear, concise meaning of the term when students need help in defining a term.

3. The teacher stretches the initial definition during the activity by having participants describe operational definitions from their own experiences.

4. The teacher distinguishes between similar terms or new words which may be difficult to define and remember.

5. The teacher rewards students for remembering terms used in previous activities.

D. Attitudes Toward Career Development

1. The teacher indicates that choosing a job is a continuous decision-making process which happens throughout life.

2. The teacher feels career education activities are appropriate at all age levels.

3. The teacher feels all instructors, academic and vocational, can share in the responsibility of career education.

4. The teacher indicates that information alone is not sufficient for the career choice process. There is a need for self awareness and experiential input.

E. Integration of Career Education Activities Into Content Curriculum

1. The teacher is consistent in referring to applications of the subject areas to career education.

2. The teacher selects career education activities which enhance his or her content responsibility by reinforcing vocabulary and the trasnfer of conceptual learning.

F. Innovative Use of Materials

1. The teacher improvises techniques when those recommended do not fit his or her teaching style or the needs of the students.

2. The teacher invents novel approaches to introduce the career education activities and to maintain high student motivation.

II. Student Behavior

A. Motivation and Interest (Participation)

1. Students spontaneously respond to invitations to take an active part in career education activities.

2. Students understand the communication of the teacher and other participants and watch each player with interest.

3. Students seek to use the career education materials in out-of-class or unassigned activities.

B. Peer and Pupil-Teacher Interaction

1. Students spontaneously relate their ideas, feelings and experiences to the entire class, not just to the teacher.
2. The other students ask questions of the participant.
3. Students are free to express conflicting opinions.

C. Knowledge of Career Education Terms and Concepts

1. Students can use career education terms correctly in their participation in the activities.
2. Students can recognize and identify vocabulary words from previous experiences in other career education activities.
3. Students show a broad understanding of concepts by their ability to cite several different examples of a concept.

D. Transfer of Concepts to Other Areas of Experience

1. Students use the language of the career education activities to explain phenomena or feelings they have experienced in their home, community, school or work.
2. Students remember and identify career education concepts in academic areas.
3. Students cite examples from their academic studies to support their responses in the career education activities.

III. Administrator and Career Education Team Member Behavior

A. Organization for In-Service Training of Faculty and Staff

1. The team members and administration have established a time and location for in-service meetings which are both convenient and comfortable for a majority of the faculty.
2. All teaching materials, audio-visual supporting materials and equipment, interpretation services, etc. are efficiently organized and used during the in-service session.

3. Follow-up of the in-service training in the form of individual demonstrations, classroom observations and feedback opportunities are provided by the administration and career education team members.

4. In presenting the workshop sessions to their staff, team members improvise alternatives to fit the special needs of their teachers and school.

B. Support for Teachers

1. Administration and team members have, with the cooperation of teachers, established a reasonable use schedule for career education materials and activities for grades 6 through 12.

2. Team members and teachers have cooperated to formulate a timed assignment of specific career education materials when a plan for sharing is mandatory.

3. Administrators have arranged with their state department of education or local school board for the granting of in-service credit and/or other recognizon for teachers' involvement in the in-service workshop and classwork in career education.

C. Information to Parents and Community

1. Administrators and/or team members have publicized their school's involvement in career education via a Parent's Newsletter or other notice.

2. Newspapers in the local community have been alerted to the potential interest story of career education activities in the school.

APPENDIX A

LETTER ANNOUNCING SUMMER 1974 WORKSHOP TO CHIEF ADMINISTRATORS OF SCHOOLS FOR THE DEAF

THE UNIVERSITY *of* ROCHESTER
ROCHESTER, NEW YORK 14627

COLLEGE OF EDUCATION

October 12, 1973

Dear Chief School Administrator:

This communication will serve to alert you of a workshop "first"--one that may interest you and others who serve your school. In the summer of 1974, the University of Rochester will sponsor a two week workshop for educators of the deaf who are interested in organizing and implementing a career development program in their school. This two week workshop will be organized around a model which has evolved from a study of career development needs and activities for deaf children under the auspices of the Cooperative Research Endeavors in the Education of the Deaf (CREED) in New York State. The workshop will be conducted under a grant from the Bureau for the Education of the Handicapped, United States Office of Education.

While detailed information will be available early next year, we are encouraging schools that want to initiate a career development program to start thinking now about possible participation and to identify an individual or school "team" (2 or 3 individuals) who might attend this workshop.

The workshop will be planned in such a fashion that those who attend will be exposed to the career development model and to practices and materials for implementing it. As part of the school's commitment to career education, those who attend will be expected to return to their school to provide in-service education for other members of the school faculty.

Should you be interested in being a part of this program, we would appreciate learning of your interest as soon as possible. Preference will be given to schools who indicate a full commitment to starting such a program and who are willing to back up this commitment with team representation.

If you are interested, please let us know and if you should need further information in arriving at this early decision, please feel free to write or phone us (716-275-3928, 275-2060 or 275-3937).

Cordially,

Harold L. Munson

Harold L. Munson, Director
Career Development in the Education
of the Deaf Project

HLM:mjf

APPENDIX B

APPLICATION FOR ADMISSION TO SUMMER WORKSHOP

APPLICATION FOR ADMISSION

to the

CAREER DEVELOPMENT IN THE EDUCATION OF THE DEAF PROJECT

at the

University of Rochester

June 24 - July 5, 1974

Name of School________________________________

Address________________________________

____

____

Chief School Administrator________________________

Telephone________________

A. Team Participants

In selecting team participants, interest in career development activities for all students is a major consideration. While vocational education is a related program offering in many schools, the thrust of this workshop will focus on career education activities for all students in the 12-18 and over age range. Therefore, team participants should be in a position to involve all teachers with an academic as well as a vocational orientation.

1. Name____

   Title____

   Duties (1974-1975)______________________________

2. Name____

   Title____

   Duties (1974-1975)______________________________

3. If you wish to send a third participant, complete this information. In the event that only two-member teams can be accommodated, the person whose name is listed here would not be admitted.

   Name____

   Title____

   Duties (1974-1975)______________________________

4. Will all of the team participants listed above be available for classes from June 24 to July 5 (daily from 9:00 a.m. to 4:00 p.m.)? Yes_________No________

B. School Commitment Information

1. Do you plan to conduct an in-service program in career development for all members of your school staff (the planned program will consist of 8-12 sessions)?
   Yes_____
   No______

2. Will your team participants be responsible for organizing and developing this program?
   Yes_____
   No______

3. Have the team participants agreed to accept this responsibility?
   Yes_____
   No______

4. Will the team participants be given any additional time to work on the program?
   Yes_____
   No______

   If "No", explain how the in-service program responsibilities will be carried out.

   ____

   ____

   ____

   ____

5. Will the team participants have opportunities to observe, demonstrate for or work with teachers who will need additional help?
   Yes_____
   No______

   If "No", explain how observation, demonstration, or supervisory activities will be carried on.

   ____

   ____

   ____

6. Will the team participants accept responsibility for providing feedback to the Project headquarters at the University of Rochester?
   Yes_____
   No______

C. Availability of Equipment

1. Does your school have video taping equipment? Yes____
No_____

If "Yes", provide the following specific information. This is essential since some of the in-service session training materials are on video tape.

Machine____

Model____

Size of tape___________________________________

Image format___________________________________

Other information______________________________

____

2. Does your school have the equipment to copy video tapes?
Yes_____
No______

3. Does your school have a carousel slide projector available for classroom use? Yes_____How many?______
No______

4. Does your school have an overhead projector?
Yes_____How many?______
No______

5. Does your school have a tape recorder?
Yes_____
Cassette_____how many?_____
reel_________how many?_____
No______

D. Availability of Materials

The materials to be used with the students in your school have been developed and tested as part of a research and demonstration project in three schools for the deaf in New York State. In addition to the in-service aspects of this project, it is intended to further test these materials on a nationwide scale. Your involvement will be facilitated if you can purchase your own set of materials. The following items, therefore, reflect some budgetary considerations which are associated with your participation.

There are five different component sets of materials to be used in the career development program. Some of these materials can be purchased, some we hope to make available at cost through the Project headquarters, and others can be reproduced at your own school. Estimated costs for these materials are indicated below. If participating schools do not wish to have their own materials available, we plan to have sets available for loan to be used during specified, but limited, periods. We are recommending that schools obtain their own sets of materials so they can readily be available for teacher use at all times during the year. Obviously, we will be able to accommodate more schools in the program with greater ease if they can and will agree to invest in the materials.

a. Career Insights and Self Awareness Games (available only by purchase)	$150.00
b. Field Visit Manuals (for students, for teachers) (can be reproduced in your own school)	100.00
c. Work Function Slide Series (23 sets of slides) (available at cost through Project headquarters)	500.00
d. Career Monograph Series (mimeographed) (available at cost through Project headquarters)	50.00
e. Clarifying Work Values (can be reproduced in your own school)	50.00
Total Estimated Cost	$850.00

1. Will you purchase your own complete set of career development materials?

Yes____
No____

If your answer is "No", please indicate how you will arrange for the students and teachers to have each of the component materials made available to them.

BY LOAN	BY PURCHASE	COMPONENT MATERIAL
____	XXXX	Career Insights and Self Awareness Games (available only by purchase - no loan will be possible).
____	____	Field Visit Manuals
____	____	Work Function Slide Series
____	____	Career Monograph Series
____	____	Clarifying Work Values

Use this space if you need to explain further any problems you anticipate in making materials available or any special circumstances which we may need to know.

____

____

____

____

____

E. School Enrollment Information

1. How many students aged 12 and over are enrolled in the school? ____

2. What percent of the student body are residential____
commuter ____

3. Do you currently have an organized career education program?

Yes____
No____

If "Yes" describe your activities briefly.

4. How many teachers and other staff members would be involved in the in-service program?

Teachers (academic) _____

Teachers (vocational) _____

Teachers (special) _____

Other staff members _____

Total _____

Describe briefly "other staff members" you have included for participation in the program.

5. Provide any other information which you think we should know about your school situation or population.

F. Application Acknowledgment

All team participants and the chief school administrator should be familiar with the information supplied in the application. Their signature below indicates their agreement with the responses provided and with the general nature of the responsibilities they will assume as a team representative to the workshop.

Signature of Chief School Administrator	Date
Signature of Team Participant #1	Date
Signature of Team Participant #2	Date
Signature of Team Participant #3	Date

APPENDIX C

LETTER OF ACCEPTANCE

COLLEGE OF EDUCATION

The University of Rochester
ROCHESTER, NEW YORK 14627
(716) 275-3934

February 27, 1974

Mr. David K. McGill
Supervising Teacher-Vocational Dept.
American School for the Deaf
139 North Main Street
West Hartford, Connecticut 06107

Dear Mr. McGill:

We have selected the American School for the Deaf as one of the participating teams in the 1974 Summer Workshop for the Career Development in the Education of the Deaf Project. As an applicant member of this team, we are happy to welcome you to this program of study.

As you probably know, your study this summer will consist of an intensive orientation to a developmental approach to career education for deaf students. Classes will begin on Monday, June 24th and end on Friday, July 5th, running daily, including July 4th, from 9:00 a.m. to 4:00 p.m. More specific information about the program and the in-service follow-up for 1974-75 will be sent to you later. You will be responsible for making your own housing arrangements and we hope to get essential information to you within a few weeks.

It will be necessary for you at this time to indicate in writing your acceptance of this offer and to provide us with your preferred mailing address for all future correspondence. Also, will you indicate whether or not you will need interpreting service. We would like to hear from you by March 15th.

We look forward to working with you.

Sincerely,

Harold L. Munson, Director
Career Development in the
Education of the Deaf Project

APPENDIX D

LIST OF PARTICIPATING TEAMS

LIST OF PARTICIPATING TEAMS

* = team leader

Name of School	Participants
American School for the Deaf 139 North Main Street West Hartford, Connecticut 06107	Ms. Susan Flinn * Mr. David K. McGill
Gov. Baxter State School for the Deaf P. O. Box 799 Portland, Maine 04104	Ms. Dorothy Davis * Mr. Robert E. Kelly Mr. David Wood
Bureau for Hearing Handicapped Children 500 E. 78th Street New York, New York 10021	Ms. Emily Laitmon Ms. Margaret Marques * Mr. Stanley Mink
California School for the Deaf 2601 Warring Street Berkeley, California 94704	* Mr. Jacob S. Arcanin Mr. Merle Whittom
Cleary School for the Deaf 301 Smithtown Boulevard Ronkonkoma, New York 11779	Sr. Catherine Fitzgibbon * Ms. Mary Anne Liao Ms. Sonya Breskin (representing Caritas Day School for the Deaf)
Florida School for the Deaf and Blind P. O. Box 1209 St. Augustine, Florida 32804	Mr. Paul Crutchfield Mr. Walter Davis * Mr. Gene Motley
Georgia School for the Deaf Cave Spring, Georgia 30124	Ms. Nancy Barker * Mr. Eugene Perdue
Kansas State School for the Deaf 450 East Park Street Olathe, Kansas 66061	Mr. Kenneth Clark Ms. Mary Belle Coll * Mr. Gary J. Updike
Kentucky School for the Deaf P. O. Box 27 Danville, Kentucky 40422	* Ms. Helen B. Freeman

Lexington School for the Deaf 30th Avenue and 75th Street Jackson Heights, New York 11370	* Mr. William Byrd Ms. Jean Lynch
Mill Neck Manor Lutheran School for the Deaf Box 12 - Frost Mill Road Mill Neck, L. I., New York 11765	* Ms. Mary Cleary Ms. Noreen Collins
Model Secondary School for the Deaf Kendall Green Washington, D. C. 20002	Mr. Robert Fisher Ms. Elaine Sloan * Mr. Richard Steffan
North Dakota School for the Deaf Devils Lake, North Dakota 58301	Ms. Phyllis M. Schumacher * Mr. Robert E. Stewart, Jr.
Pennsylvania School for the Deaf 7500 Germantown Avenue Philadelphia, Pennsylvania 19119	* Mr. Harvey Humphreys Ms. Susan Leviton
Rochester School for the Deaf 1545 St. Paul Street Rochester, New York 14621	* Mr. Fred Koch Ms. Nora Shannon
St. Francis de Sales School for the Deaf 260 Eastern Parkway Brooklyn, New York 11225	* Mr. Steven Lependorf Mr. Edward McCormack
St. Mary's School for the Deaf 2253 Main Street Buffalo, New York 14214	Mr. Dennis Downey * Mr. Samuel Taneff
St. Rita School for the Deaf 1720 Glendale-Milford Road Cincinnati, Ohio 45215	Ms. Margaret Ann Kenney * Mr. Paul M. Preston
Margaret S. Sterck School for the Hearing Impaired Chestnut Hill Road and Cherokee Drive Newark, Delaware 19711	* Mr. Edward Corbett Ms. Leticia Tibayan
Texas School for the Deaf 1102 South Congress Avenue Austin, Texas 78704	Ms. Bettie Davis * Mr. Darrel Randall

APPENDIX E

WORKSHOP EVALUATION

PART I: SELF EVALUATION OF CONTENT

Workshop Evaluation: Part I Self Evaluation of Content

DIRECTIONS: Respond to each item by checking /__/ the appropriate column. For responses 1 and 2 please clarify in the space after the question, or on the back of the page. All items refer to gains made during workshop activities.

	Can't judge	Definitely-Enough to teach it (them)	Satisfactorily-but not enough to teach	Inadequate-I understand only a part	Not at all-I don't know	Not at all-acquired previously
	5	4	3	2	1	0
1.						
2						
a						
b						
3.						
a						
b						

A. Session 1 - Explorations in Career Education

1. Were the objectives made clear to you?
2. Did you learn the . . .
   - a. 4 components of the model for a developmental approach to career education?
   - b. new concepts concerning vocational learning-maturation?
3. Did you clarify your attitudes toward . . .
   - a. career development?
   - b. your own involvement with the career development of deaf students?
4. What problems do you anticipate in your school (class) when these objectives of the career development program are initiated? (Open answer)

1.						
2						
a						
b						
3						

B. Session 2 - Career Insights and Self Awareness Gaming

1. Were the objectives made clear to you?
2. Did you meet the objectives with respect to . . .
   - a. knowledge of the CISAG materials?
   - b. awareness of several internal factors associated with career evolvement?
3. Can you differentiate between the career choice considerations of "self" factors and world of work opportunities?
4. What problems do you anticipate in your school (class) when these objectives of the career development program are initiated? (Open answer)

C. Session 3 - Learning the Gaming Techniques
1. Were the objectives made clear to you?
2. Did you learn the . . .
    a. procedures for establishing the climate for gaming?
    b. 5 communication techniques for the gaming process?
3. Were the problems which might arise when using the communication techniques during the gaming process identified for you?
4. Were you shown how to deal with the above problems?
5. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

	Can't judge 5	Definitely-Enough to teach it (them) 4	Satisfactorily-but not enough to teach 3	Inadequate-I understand only a part 2	Not at all-I don't know 1	Not at all-Acquired previously 0
1.						
2.						
a.						
b						
3.						
4.						

D. Session 4 - Learning About the Structure of Occupations
1. Where the objectives made clear to you?
2. Did you learn the U.S. Dept. of Labor classification system for occupational titles under work functions?
3. Are you able to . . .
    a. use the Dictionary of Occupational Titles and other reference books to classify occupations and work activities according to work functions?
    b. recognize job stereotypes and outdated occupational classifications?
    c. identify career opportunities for deaf people?
4. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

1.						
2.						
3.						
a						
b						
c						

	Can't judge	Definitely-Enough to teach it (them)	Satisfactorily-but not enough to teach	Inadequate-I understand only a part	Not at all-I don't know	Not at all -Acquired previously
	5	4	3	2	1	0
1.						
2.						
3.						

E. Session 5 - Learning About Work Orientations and Work Functions

1. Were the objectives made clear to you?
2. Do you understand the terms and game plays in the D-P-T Puzzle game?
3. Can you identify specific activities from your life at home, in school or in the community and relate them to the various work functions?
4. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

F. Session 6 - Using the Work Function Slide Series in the Classroom

1. Were the objectives made clear to you?
2. Did you have time to observe all 23 work function slide series and accompanying teacher's manuals?
3. Can you identify at least one curriculum area for which each work function slide set could be used to enrich that curriculum?
4. Can you identify classroom tasks and relate them to the activities of the working world and everyday life?
5. Do you have the skills specified to use the work function slide sets...
   a. can you set up and operate a carousel slide projector?
   b. can you use the teacher's guide to learn about appropriate introductory and follow-up activities to use with the slide sets?
6. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

1.						
2.						
3.						
4.						
5						
a						
b						

G. Session 7 - Seeing Workers on the Job

1. Were the objectives made clear to you?
2. Can you describe how field visits reinforce and expand the work function concepts?
3. Do you know how to proceed in identifying and contacting personnel from business and industries in the community where field visits might be made?
4. Have you gained some insights into employers' feelings conc concerning the employment of deaf workers.
5. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

	Can't judge 5	Definitely-Enough to teach it (them) 4	Satisfactorily-but not enough to teach 3	Inadequate-Understand only a part 2	Not at all - I don't know 1	Not at all-Acquired previously 0
1.						
2.						
3.						
4.						

H. Session 8 - Providing Information About Jobs

1. Were the objectives made clear to you?
2. Do you understand the 4 skills in communication which must be considered in the career choice process?
3. Can you list several different ways to integrate use of the career briefs into a career development program?
4. Have you gained some insights into the needs of deaf youth for career information?
5. Can you list at least one other reference which provides information about jobs?
6. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

1.						
2.						
3.						
4.						
5.						

I. Session 9 - Clarifying Work Attitudes and Values

1. Were the objectives made clear to you?
2. Can you list several areas and topics associated with work attitudes and values?
3. Can you list the 3 steps in the valuing process hierarchy?
4. Can you list at least 4 different values clarification strategies?
5. Can you use the 5 communication techniques when leading a values clarification session?
6. What problems do you anticipate in your school (class) when these objectives are initiated? (Open answer)

	Can't judge	Definitely-Enough to teach it (them)	Satisfactorily-but not enough to teach	Inadequate - I understand only a part	Not at all-I don't know	Not at all-Acquired previously
	5	4	3	2	1	0
1.						
2.						
3.						
4.						
5.						

APPENDIX F

WORKSHOP EVALUATION

PART II: GENERAL CONSIDERATIONS AND RECOMMENDATIONS

Workshop Evaluation: Part II General Considerations and Recommendations

DIRECTIONS: Respond to each item by checking the appropriate column. For responses 1 and 2 please clarify in the space after the question or on the back of the page.

A. Advance Information
1. Was the purpose of the workshop made clear to you?
2. Did you understand what was expected of you at the workshop?
3. Was registration for academic credit handled effectively?
4. Was advance information adequate?

	5 Can't judge	4 Definitely	3 Satisfactorily	2 Inadequate	1 Not at all
1.					
2.					
3.					
4.					

B. Facilities
1. Were meeting facilities adequate?
2. Were the dining and housing facilities adequate?

1.					
2.					

C. Workshop Sessions - Were they ...
1. relatively free from distraction?
2. held in comfortable surroundings?
3. made meaningful by clear presentations?
4. appropriate in length and number?
5. effective in teaching you the use of new educational techniques and materials?

1.					
2.					
3.					
4.					
5.					

D. Resource persons on panels - Were they ...
1. helpful in achieving workshop objectives?
2. effective in giving you information to take back to your school?

1.					
2.					

E. The Staff - Did they ...
1. See that the group was well oriented
2. a. prior to and upon your arrival in Rochester?
   b. after your arrival?
2. Provide adequate assistance during the workshop?
3. Seem interested in participants' comments and questions?

1.					
a					
b					
2.					
3.					

F. Were the training materials (video tapes, slide-tape presentations and handouts appropriate and effective in achieving the objectives of the training sessions?

G. Field Experience at RSD
   1. Did you gain useful information and skills?
   2. Were stated workshop objectives achieved?
   3. Did you acquire new viewpoints or changed attitudes?

H. Do you feel you benefited personally from participation in this workshop?

	Can't judge 5	Definitely 4	Satisfactorily 3	Inadequate 2	Not at all 1
F					
1					
2					
3					
H.					

I. Recommendations (Open responses)
   1. Which areas of concentration or parts of the workshop program were most valuable?

   2. Which areas of concentration or parts of the workshop program were least valuable?

   3. Are there any areas where you have not acquired the information or techniques necessary to implement and coordinate the program in your school?

   4. What changes in instructional approaches would make the training sessions more meaningful?

I. Recommendations (continued)

5. What other activities or content would you recommend including in the program?

APPENDIX G

QUESTIONNAIRE ON THE *IN-SERVICE LEADER'S GUIDE*

QUESTIONNAIRE ON IN-SERVICE GUIDE

School____________________

Team Leader____________________

The items listed below are taken from the In-Service Guide and represent the procedural directions for each session. Please respond by rating each procedure with reference to its helpfulness in planning and conducting the session. Specifically, please consider whether the procedural directions clearly indicated how to set up and carry out the procedure. This does not require you to consider the materials, but only the directions for their use. The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided. Continue suggestions for revision on back if necessary.

	4	3	2	1	0
SESSION ONE- EXPLORATIONS IN CAREER EDUCATION					
1. Introduce objectives Suggestions for revision:	_	_	_	_	_
2. Administer Attitudes Toward Vocational Development Survey Suggestions for revision:	_	_	_	_	_
3. Participant ideas about career education Suggestions for revision:	_	_	_	_	_
4. Show the slide set "Career Development for Deaf Students--An Overview of a Program" Suggestions for revision:	_	_	_	_	_
5. Discuss slide set Suggestions for revision:	_	_	_	_	_

Page 2

SESSION ONE (continued) — 4 3 2 1 0

6. Lock at CREED materials — _ _ _ _ _
   Suggestions for revision:

7. Administer end of session feedback — _ _ _ _ _
   Suggestion for revision:

SESSION TWO - CAREER INSIGHTS AND SELF AWARENESS GAMING — 4 3 2 1 0

1. Introduce the five CISAG games — _ _ _ _ _
   Suggestions for revision:

2. Play CISAG games — _ _ _ _ _
   Suggestions for revision:

3. Introduce Game Leader's Manual — _ _ _ _ _
   Suggestions for revision:

4. Introduce components of Game Guide — _ _ _ _ _
   Suggestions for revision:

5. Question-Answer Period — _ _ _ _ _
   Suggestions for revision:

6. Administer end of session feedback — _ _ _ _ _
   Suggestions for revision:

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION THREE - LEARNING THE GAMING TECHNIQUES	4	3	2	1	0
1. Introduce the five communication techniques Suggestions for revision:	_	_	_	_	_
2. Show the video tape "Gaming Techniques" Suggestions for revision:	_	_	_	_	_
3. Introduce the gaming process in the classroom Suggestions for revision:	_	_	_	_	_
4. Show the video tape "Gaming in the Classroom" Suggestions for revision:	_	_	_	_	_
5. Reactions to gaming techniques Suggestions for revision:	_	_	_	_	_
6. Organize groups for Gaming Techniques Exercises Suggestions for revsion:	_	_	_	_	_
7. Introduce Game Leader's Manual, Game Guide and Supplemental Guide to CISAG Suggestions for revision:	_	_	_	_	_
8. Administer end of session feedback	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestions for revision in the space provided.

SESSION FOUR - LEARNING ABOUT THE STRUCTURE OF OCCUPATIONS	4	3	2	1	0
1. Introduce objectives Suggestions for revision:	_	_	_	_	_
2. Show slide set "Learning About the Structure of Work and Work Functions" Suggestions for revision:	_	_	_	_	_
3. Show and explain *Dictionary of Occupational Titles* Suggestions for revision:	_	_	_	_	_
4. Complete "Practice in Job Classification" worksheet Suggestions for revision:	_	_	_	_	_
5. Practice using the *Dictionary of Occupational Titles* Suggestions for revision:	_	_	_	_	_
6. Show "Career Opportunities for the Deaf" slide presentation Suggestions for revision:	_	_	_	_	_
7. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION FIVE - LEARNING ABOUT WORK ORIENTATIONS AND WORK FUNCTIONS	4	3	2	1	0
1. Introduce objectives and the CISAG Data-People-Things Puzzle game. Suggestions for revision:	_	_	_	_	_
2. Play Data-People-Things Puzzle Suggestions for revision:	_	_	_	_	_
3. Introduce components of the Game Guide Suggestions for revision:	_	_	_	_	_
4. Show the slide set "Work Functions and Everyday Life". Suggestions for revision:	_	_	_	_	_
5. Practice in identifying home, community and work applications of data-people-things work functions Suggestions for revision:	_	_	_	_	_
6. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION SIX - USING THE WORK FUNCTION SLIDE SERIES IN THE CLASSROOM	4	3	2	1	0
1. Explain purpose of the session Suggestions for revision	_	_	_	_	_
2. Introduce the slide set Suggestions for revision:	_	_	_	_	_
3. Show selected work function slide set Suggestions for revision:	_	_	_	_	_
4. Conduct follow-up activities to expand the learning exposure Suggestions for revision:	_	_	_	_	_
5. Practice relating the work functions to school activities Suggestions for revision:	_	_	_	_	_
6. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION SEVEN - SEEING WORKERS ON THE JOB	4	3	2	1	0
1. Introduce objectives Suggestions for revision:	_	_	_	_	_
2. Show video tape "Making Field Visits" Suggestions for revision:	_	_	_	_	_
3. Present Teacher's Manual for Learning About Work Through Field Trips and the student workbook Learning About Work Suggestions for revision:	_	_	_	_	_
4. Discussion pannel Suggestions for revision:	_	_	_	_	_
5. Present information from community survey Suggestions for revision:	_	_	_	_	_
6. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION EIGHT - PROVIDING INFORMATION ABOUT JOBS	4	3	2	1	0
1. Introduce objectives Suggestions for revision:	_	_	_	_	_
2. Show slide set "Developing and Using Career Briefs" Suggestions for revision:	_	_	_	_	_
3. Discuss the Occupational Communications Profile Suggestions for revision:	_	_	_	_	_
4. Present career brief series materials Suggestions for revision:	_	_	_	_	_
5. Show and discuss other career information materials Suggestions for revision:	_	_	_	_	_
6. Conclude session by encouraging group to examine display materials Suggestions for revision:	_	_	_	_	_
7. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedures were omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION NINE - CLARIFYING WORK ATTITUDES AND VALUES	4	3	2	1	0
1. Introduce objectives Suggestions for revision:	_	_	_	_	_
2. Show the video tape "Clarifying Work Attitudes and Values" Suggestions for revision:	_	_	_	_	_
3. Participation in value clarification activities Suggestions for revision:	_	_	_	_	_
4. Question-Answer Panel Suggestions for revision:	_	_	_	_	_
5. Administer end of session feedback Suggestions for revision:	_	_	_	_	_

The rating scale ranges from 4 = very helpful, 3 = somewhat helpful, 2 = no help, 1 = caused problems and 0 = procedure was omitted. If you have rated a procedure 0, 1 or 2, please recommend a specific suggestion for revision in the space provided.

SESSION TEN - EXPLORATIONS IN CAREER EDUCATION: REVIEWED AND RE-EVALUATED	4	3	2	1	0
1. Re-administer and score Vocational Development Attitudes Survey Suggestions for revision:	_	_	_	_	_
2. Component Panel Presentations Suggestions for revision:	_	_	_	_	_
3. Questions and Answers of total panel Suggestions for revison:	_	_	_	_	_

4. End of session.

APPENDIX H

IN-SERVICE SELF EVALUATION

Name of School: ______________________________ Date: __________

In-Service Evaluation: Self Evaluation of Content (Session #10 Handout)

DIRECTIONS: Respond to each item by checking /✓/ the appropriate column. For responses 1 and 2 please clarify in the space after the question, or on the back of the page. All items refer to gains made during in-service activities.

A. Session 1 - Explorations in Career Education

1. Were the objectives made clear to you the day of this in-service session?
2. Did you then or have you since learned the...
   - a. 4 components of the model for a developmental approach to career education?
   - b. new concepts concerning vocational learning-maturation?
3. Did you then or have you since clarified your attitudes toward ...
   - a. career development?
   - b. your own involvement with the career development of deaf students?
4. What problems did you have with your students when these objectives of the career development program were implemented?

	Definitely-Enough to teach 5	Satisfactorily-but not enough to teach 4	Inadequate-I understand only a part 3	Not at all-I don't know 2	Not at all-Acquired previously 1	Can't judge 0
1						
2 a						
b						
3 a						
b						

B. Session 2 - Career Insights and Self Awareness Gaming

1. Were the objectives made clear to you the day of this in-service session?
2. Did you meet the objectives with respect to ...
   - a. knowledge of the CISAG materials?
   - b. awareness of several internal factors associated with career evolvement?
3. Can you differentiate between the career choice considerations of self factors and world of work opportunities?
4. What problems did you have with your students when these objectives of the career development program were implemented?

1						
2 a						
b						
3						

		Definitely-Enough to teach 5	Satisfactorily-but not enough to teach 4	Inadequate-I understand only a part 3	Not at all-I don't know 2	Not at all-Acquired previously 1	Can't judge 0
C. Session 3 - Learning the Gaming Techniques							
1. Were the objectives made clear to you the day of this in-service session?	1						
2. Did you then or have you since learned the ...	2						
a. procedures for establishing the climate for gaming?	a						
b. 5 communication techniques for the gaming process?	b						
3. Were the problems which might arise when using the communication techniques during the gaming process identified for you?	3						
4. Were you shown how to deal with the above problems?	4						

5. What problems did you have with your students when these objectives of the career development program were implemented?

D. Session 4 - Learning About the Structure of Occupations							
1. Where the objectives made clear to you the day of this in-service session?	1						
2. Did you learn the U.S. Dept. of Labor classification system for occupational titles under work functions?	2						
3. Are you able to ...	3						
a. use the Dictionary of Occupational Titles and other reference books to classify occupations and work activities according to work functions?	a						
b. recognize jobs stereotypes and outdated occupational classifications?	b						
c. identify career opportunities for deaf people?	c						

4. What problems did you have with your students when these objectives of the career development program were implemented?

E. Session 5 - Learning About Work Orientations and Work Functions

1. Were the objectives made clear to you the day of this in-service session?
2. Do you understand the terms and game plays in the D-P-T Puzzle game?
3. Can you identify specific activities from your life at home, in school or in the community and relate them to the various work functions?
4. What problems did you have with your students when these objectives of the career development program were implemented?

	Definitely-Enough to teach 5	Satisfactorily-but not enough to teach 4	Inadequate-I understand only a part 3	Not at all- I don't know 2	Not at all-Acquired previously 1	Can't judge 0
1						
2						
3						

F. Session 6 - Using the Work Function Slide Series in the Classroom

1. Were the objectives made clear to you the day of this in-service session?
2. Did you have time to observe all 23 work function slide series and accompanying teacher's manuals?
3. Can you identify at least one curriculum area for which each work function slide set could be used to enrich that curriculum?
4. Can you identify classroom tasks and relate them to the activities of the working world and everyday life?
5. Do you have the skills specified to use the work function slide sets...
    a. can you set up and operate a carousel slide projector?
    b. can you use the teacher's guide to learn about appropriate introductory and follow-up activities to use with the slide sets?
6. What problems did you have with your students when these objectives of the career development program were implemented?

1						
2						
3						
4						
5 a						
b						

G. Session 7 - Seeing Workers on the Job

1. Were the objectives made clear to you the day of the in-service session?
2. Can you describe how field visits reinforce and expand the work function concepts?
3. Do you know how to proceed in identifying and contacting personnel from business and industry in the community where field visits might be made?
4. Have you gained some insights into employers' feelings concerning employment of deaf workers.
5. What problems did you have with your students when these objectives of the career development program were implemented?

	Definitely-Enough to teach	Satisfactorily-but not enough to teach	Inadequate-I understand only a part	Not at all-I don't know	Not at all-Acquired previously	Can't judge
	5	4	3	2	1	0
1						
2						
3						
4						

H. Session 8 - Providing Information About Jobs

1. Were the objectives made clear to you the day of this in-service session?
2. Do you understand the 4 skills in communication which must be considered in the career choice process?
3. Can you list several different ways to integrate use of the career briefs into a career development program?
4. Have you gained some insights into the needs of deaf youth for career information?
5. Can you list at least one other reference which provides information about jobs?
6. What problems did you have with your students when these objectives of the career development program were implemented?

1						
2						
3						
4						
5						

I. Session 9 - Clarifying Work Attitudes and Values

1. Were the objectives made clear to you the day of this in-service session?
2. Can you list several areas and topics associated with work attitudes and values?
3. Can you list the 3 steps in the valuing process hierarchy?
4. Can you list at least 4 different values clarification strategies?
5. Can you use the 5 communication technquies when leading a values clarification session?
6. Whatproblemsdid you have with your students when these ojbectives of the career development program were implemented?

	Definitely-Enough to teach	Satisfactorily-but not enough to teach	Inadequate-I understand only a part	Not at all-I don't know	Not at all-Acquired previously	Can't judge
	5	4	3	2	1	0
1						
2						
3						
4						
5						

APPENDIX I

ATTITUDES TOWARD VOCATIONAL DEVELOPMENT

ATTITUDES TOWARD VOCATIONAL DEVELOPMENT III

Name__________________________School______________________Date_____________

Directions: Below are some common beliefs about the vocational learning and maturation of children and about ways of working with them to enhance their career education. Indicate your position on each item by placing a (x) in the square which best represents the extent of your agreement or disagreement.

ITEM	I agree strongly 4	I agree to some extent 3	I disagree to some extent 2	I disagree strongly 1	I am not certain 0
1. Helping students to assess their interests and abilities is the major function of the teacher's role in career education.					
2. Children have career preferences as early as first grade.					
3. Young people who exhibit unrealistic career choices should be discouraged from pursuing their goals.					
4. Occupational choice is an event that should occur in the high school or college years.					
5. The career preferences of young people change quickly.					
6. Vocational learning-maturation is a process that lasts throughout life.					

ITEM	I agree strongly 4	I agree to some extent 3	I disagree to some extent 2	I disagree strongly 1	I am not certain 0
7. Young people need to learn how to make decisions as part of their vocational maturation.					
8. Occupational choice is an event that should take place in the senior high school years (grades 10-12).					
9. Teachers must be as concerned with vocational development as with physical, mental, social, or emotional development.					
10. Occupational choice is the act of matching one's interest and abilities with job opportunities and job requirements.					
11. Children in the elementary school need to learn about the meaning and significance of work in life.					
12. Vocational learning-maturation involves compromising the way one sees and feels about himself with the work world realities.					
13. Choosing a career involves three steps: (1) deciding on an occupational goal, (2) planning how to achieve the goal (3) pursuing the goal.					

ITEM	I agree strongly 4	I agree to some extent 3	I disagree to some extent 2	I disagree strongly 1	I am not certain 0
14. Career education relies primarily on presenting accurate and up-to-date information about the duties and requirements of job opportunities in the world of work.					
15. Personal or self considerations of a psychological nature are as important in career development as knowing about the external realities of job demands and requirements.					
16. Teachers must know about work opportunities and requirements before they can communicate about jobs to young people.					
17. Picking an occupation and choosing a mate are the two most important decisions a young person has to make.					
18. Career education should begin in the early years of a child's education with an emphasis on promoting self awareness.					
19. Children in the elementary school cannot deal with decision making tasks related to their vocational learning maturation.					

ITEM	I agree strongly 4	I agree to some extent 3	I disagree to some extent 2	I disagree strongly 1	I am not certain 0
20. Youth should be encouraged to consider only those careers that are realistically consonent with their talents.					
21. Young people must recognize the importance of higher education in planning their future.					
22. Teachers should influence children in the direction of wise, realistic career choices.					
23. Teachers should emphasize the relevance of school subjects to the career preferences of children.					
24. An occupational choice is a dynamic, ever-evolving consideration which is subject to constant reappraisal and change.					
25. Vocational development also involves considerations related to one's social and self maturation.					
26. Occupational choice relies mainly on a realistic appraisal of one's abilities and aptitudes with the occupation viewed as a way of using these talents.					

ITEM	I agree strongly 4	I agree to some extent 3	I disagree to some extent 2	I disagree strongly 1	I am not certain 0
27. Teachers should reinforce and encourage chilcren in any career interests they exhibit.					
28. The vocational learning-maturation process must encompass trial-exploratory experiences in which a person can explore his self and self-in-situation.					
29. Students with career aspirations below their level of ability should be encouraged to consider higher level career goals.					
30. Vocational involvement is a reflection of one's self concept with the occupation viewed as a means of implementing that self concept.					
31. People should be left to make their own career decisions when they are ready to do so.					
32. Youth need specific facts about as many occupations as possible.					